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ABSTRACT

The document is a compilation of the transcribed testimony of approximately 120 persons given at five hearings on vocational education, which were conducted by the Wisconsin Advisory Council on Vocational Education throughout the State during October, 1974. The hearings were conducted in order to assess the impact of vocational education in Wisconsin and to formulate new or revised legislative proposals for vocational education on the national and State level. The testimony is presented under the five individual hearings, which were located at: (1) Chippewa Falls, (2) Oshkosh, (3) Milwaukee, (4) Lake Geneva, and (5) Lake Delton. Testimony from persons unable to attend the hearings, an alphabetical listing of hearing presenters, and a subject index are included. (LH)

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STATEWIDE HEARINGS
ON
VOCATIONAL EDUCATION

WISCONSIN ADVISORY COUNCIL
ON
VOCATIONAL EDUCATION

January, 1975

Conducted for the
Wisconsin Advisory Council
on Vocational Education
by the
Center for Studies in
Vocational and Technical Education
University of Wisconsin-Madison
Merle E. Strong, Director
Roger H. Lambert, Associate Director
Daniel Jarosik, Hearings Coordinator and Editor

U.S. DEPARTMENT OF HEALTH,
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INTRODUCTION

President Gerald Ford, in a commencement address last August at The Ohio State University, stated that next year he would ask Congress to extend expiring vocational education and higher education legislation, calling both "essential because we need new jobs and new skills." While so indicating a future plan of action, President Ford also voiced alarm concerning "too much confusion about which level of government is to play which role in support of post-secondary education." The President directed "responsible agencies of government to make a new evaluation of where we are, where we want to go, and where we can reasonably expect to be five years from now."

The Wisconsin Advisory Council on Vocational Education, created by U.S. Public Law 90-576, The Vocational Education Amendments of 1968, and appointed by the Governor of Wisconsin, is mandated by law to "advise the State Board of Vocational Education"; "evaluate vocational education programs, services and activities"; and to "prepare and submit through the State Board to the U.S. Commissioner of Education and to the National Advisory Council on Vocational Education an annual evaluation report." To this end and in order to ensure as much of a contribution of information as possible from the people of the State, the Wisconsin Advisory Council on Vocational Education conducted a series of five regional hearings on vocational education throughout Wisconsin during October of 1974.

The hearings had a two-fold purpose: 1) to assess the impact of vocational education in Wisconsin and 2) to formulate new or revised legislative proposals for vocational education, both on the National and on the State levels. The locations and dates for these regional hearings, hosted by members of the Council, were as follows:

October 21, 1974 - Hotel Northern, Chippewa Falls, Wisconsin
October 23, 1974 - Oshkosh Public Schools, Oshkosh, Wisconsin
October 25, 1974 - Marriott Inn, Brookfield, Wisconsin
October 29, 1974 - Holiday Inn, Lake Geneva, Wisconsin
October 31, 1974 - Kahler's Motel, Lake Delton, Wisconsin

The Center for Studies in Vocational and Technical Education, at the University of Wisconsin-Madison, was pleased to be able to assist in the planning, implementation and final reporting of these hearings. News releases announcing the hearings were sent to a vast majority of daily and weekly newspapers in Wisconsin and submitted to a selected number of radio and television stations within the State. Personal invitations were extended to those thought to have a particular interest in the subject matter of the hearings including Federal and State legislators, VTAE District Directors, Local School District Administrators, Cooperative Educational Service Agencies, State and Local Employment Service Agencies, CETA Manpower Prime Sponsors, Local Vocational Education Coordinators and to representatives of industry and organized labor.

The Advisory Council heard or received testimony from approximately 120 persons during the month of October. On page vi of this report will be found a alphabetical listing of all these presenters. This report is an attempt to compile all the testimony into one volume for further study and reference. This transcription resulted from many hours of typing from the hearings' tapes and contains the potential for some errors to surface. If, indeed, this has happended, the editor wishes to apologize in advance for any inaccuracies contained herein. An index is also included at the end of this report which attempts to facilitate its perusal by a reader interested in a specific subject area. This volume then contains the testimony presented at each hearing together with a section of testimony that was submitted to the Advisory Council by persons unable to attend the hearing in their home region.

A companion document will also be published by the Advisory Council which will summarize, draw conclusion and make recommendations based on the information and testimony presented in this transcript. It is anticipated that this document will be more widely disseminated and be of more interest to the general public.

The Hearings Coordinator wishes to express appreciation to the members of the Wisconsin Advisory Council on Vocational Education for their commitment in hosting these hearings and for their expert questioning of the presenters which added much to the quality of the information received. Mr. Clare Rejahl, Executive Director of the Council, is to be commended on his chairing of the hearings. On behalf of the Wisconsin Advisory Council on Vocational Education, a special note of gratitude is also expressed to Mr. Ruel Falk of the Wisconsin Department of Public Instruction and to Mr. John Kroll of the Wisconsin Board of Vocational, Technical and Adult Education, both of whom attended each hearing and made themselves available for response to technical questions that arose.

Daniel Jarosik
Hearings Coordinator and Editor

TABLE OF CONTENTS

Page

WISCONSIN ADVISORY COUNCIL ON VOCATIONAL EDUCATION MEMBERSHIP ii

INTRODUCTION iii

ALPHABETICAL LISTING OF HEARINGS PRESENTERS vi

HEARINGS

1. CHIPPEWA FALLS, WISCONSIN, OCTOBER 21, 1974 1-1

2. OSHKOSH, WISCONSIN, OCTOBER 23, 1974 2-1

3. MILWAUKEE, WISCONSIN, OCTOBER 25, 1974 3-1

4. LAKE GENEVA, WISCONSIN, OCTOBER 29, 1974 4-1

5. LAKE DELTON, WISCONSIN, OCTOBER 31, 1974 5-1

TESTIMONY RECEIVED FROM PERSONS UNABLE TO ATTEND HEARINGS 6-1

INDEX TO SUBJECT AREAS OF TESTIMONY 7-1

ALPHABETICAL LISTING OF HEARINGS PRESENTERS

ANDERSON, DONALD. Local Vocational Education Coordinator, Badger High School, Lake Geneva, Wisconsin 4-28

ANDERSON, RICHARD T. Director, Waukesha County VTAE District, Pewaukee, Wisconsin 3-13

ANDERSON, RONALD. Director, Southwest Wisconsin VTAE District, Fennimore, Wisconsin 5-42

BARTELS, J. MICHAEL. Assistant Vice-President, Manpower, Inc., Milwaukee, Wisconsin 3-32

BAROWSKY, LISA. Student, Distributive Education Coop Program, Antigo High School, Antigo, Wisconsin 1-18

BAY, WILLIAM. Executive Director, Impact Seven, Inc., Turtle Lake, Wisconsin 1-19

BERRY, JERRY. Student, Milwaukee Area Technical College, Milwaukee, Wisconsin 3-24

BEYL, DOYLE. Director, Bureau of Research, Professional and Student Development, Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin 4-43

BISHOP, TOM. Counselor, Gateway Technical Institute, Racine Campus, Racine, Wisconsin 4-38

BODINE, MERLE W. Director, Bureau of Community and Special Project Coordination, Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin 1-25

BOGARD, EUGENE. Field Services Administrator, Moraine Park Technical Institute, Fond du Lac, Wisconsin 2-8

BOWMAN, DAVID L. Dean, School of Education, University of Wisconsin-Oshkosh, Oshkosh, Wisconsin 2-20

BUDISH, RICHARD. Division of Apprenticeship and Training, Wisconsin Department of Industry, Labor and Human Relations, Milwaukee, Wisconsin 3-15

BUTLER, JACK. Director, Board of Education, Menomonie Falls Joint School District No. 1, Menomonie Falls, Wisconsin 3-14

BYRNES, THOMAS. Wisconsin School of Electronics, Madison, Wisconsin 3-32

CASSELL, ELTON R. Student, Milwaukee Area Technical College, Milwaukee, Wisconsin 6-16

CHRISTIAN, TERRY. Student, Indianhead VTAE District, Super[illegible], Wisconsin 1-83

CLEMENTI, NICHOLAS. Student, Racine Case High School, Racine, Wisconsin 4-23

DAVIS, JILL. Student, Legal Secretarial Program, Western Wisconsin Technical Institute, La Crosse, Wisconsin 5-9

DAY, RICHARD. Chairman, Education Sub-Committee, Wisconsin Winnebago Business Committee, Wisconsin Dells, Wisconsin 5-27

DONOVAN, JEANNE. Representative, Metropolitan Milwaukee Association Commerce, Milwaukee, Wisconsin 3-5

DREIFUS, BEVERLY. Instructor, North Central Technical Institute, Wausau, Wisconsin 1-85

ENGLING, DONALD. Representative, Dick's Supermarket, Platteville, Wisconsin 5-25

ENNIS, ED. Wisconsin State Division of Health, Madison, Wisconsin 4-45

FALK, RUEL. Director, Bureau of Career and Manpower Development, Wisconsin Department of Public Instruction, Madison Wisconsin 2-6, 3-18, 4-10, 5-3

FUHRMAN, MICK. Student, Moraine Park Technical Institute, Fond du Lac, Wisconsin 2-23

GILLIS, DAN. Student, District One VTAE District, Eau Claire, Wisconsin 1-83

GOCKER, PHIL. Local Vocational Education Coordinator, Cooperative Educational Service Agency #8, Appleton, Wisconsin 2-65

GOYKE, GARY. Employer, Oshkosh, Wisconsin 2-14

GRALL, JUDY. Student, Office Coop Program, Antigo High School, Antigo, Wisconsin 1-19

GRIFFIN, TIM. Student, Waukesha County Technical Institute, Pewaukee, Wisconsin 3-22

GRIMMER, LEONARD. Teamsters' Local #43, Racine, Wisconsin 4-13

GUNNINK, KATHY. Former Coop Student, Laconia High School, Rosendale, Wisconsin 2-67

HANSON, LONNY. Labor Member, Fox Valley VTAE District Board, Appleton, Wisconsin 2-61

HEDSTROM, JOHN I. Local Vocational Education Coordinator, Greenfield School District No. 6, Greenfield, Wisconsin 3-7

HETZNECKER, JOYCE. Student, Waukesha County Technical Institute, Pewaukee, Wisconsin 3-23

HIGHLAND, JAMES. District Administrator, Union Grove Union High School District, Union Grove, Wisconsin 4-17

HOYER, J.K. Superintendent, Whitehall Public Schools, Whitehall, Wisconsin 6-4

HUDDLESTON, KENNETH. Local Vocational Education Coordinator, Cooperative Educational Service Agency #13, Waupun, Wisconsin 2-61

JOHNSON, C. PHILIP. Member, Wisconsin Board of Vocational, Technical and Adult Education, Darien, Wisconsin 4-3

JOHNSON, ORVIS. Director, Blackhawk VTAE District, Janesville, Wisconsin 4-21

JORDAN, NOEL. Factory Cost Manager, The Trane Company, La Crosse, Wisconsin 5-18

KAZMIERCZAK, FRANK. District Administrator, Independence Public Schools, Independence, Wisconsin 6-11

KIER, MILTON G. Superintendent, Unity School District, Polk County, Wisconsin 6-7

KIJCK, ED. Business Representative, Carpenters and Joiners Union, Wausau, Wisconsin 1-9

KINSLER, GEORGE. Director, Bureau of Program Development, Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin 2-50

KIRCHNER, HARLAND. President, Fox Valley VTAE District Board and President, Wisconsin VTAE District Boards Association, Clintonville, Wisconsin 2-33

KIRKMAN, DENIS A. Superintendent, Arcadia Public Schools, Arcadia, Wisconsin 6-3

KLUMB, DAVID. Student, Marshfield High School, Marshfield, Wisconsin . . 5-23

KONICEK, RICHARD. Director of Redevelopment, City of Beloit, Beloit, Wisconsin 4-19

KREUSER, ROBERT. District Administrator, Muskego Public Schools, Muskego, Wisconsin 3-25

KROGSTAD, ROLAND. Vocational Education Consultant for Research, Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin 5-36

KULT, LYNNE. Student, Milwaukee Area Technical College, Milwaukee, Wisconsin 3-22

LAGUBAN, BOB. Student, District One VTAE District, Eau Claire, Wisconsin 1-83

LANSING, MARVIN G. Superintendent, Eau Claire Public Schools, Eau Claire, Wisconsin 1-69

LaSAGE, ERVIN. State College of Beauty Culture, Wauwatosa, Wisconsin 3-32

LEHRMANN, EUGENE. Director, Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin 4-6, 5-40

MACK, GEORGE. Electrical Contractors Association, Milwaukee, Wisconsin 3-33

MARG, EVERETT W. Local Vocational Education Coordinator, Oshkosh Public Schools, Oshkosh, Wisconsin 2-24

MATTICE, PEGGY. Student, District One VTAE District, Eau Claire, Wisconsin 1-81

MAURINA, WILLIAM. Local Vocational Education Coordinator, Barron Area Schools, Barron, Wisconsin 1-20

MAY, ALLAN. Local Vocational Education Coordinator, Menomonie Public Schools, Menomonie, Wisconsin 1-94

McKAY, J. CURTIS. Attorney, Representing the Wisconsin Association of Cosmetology Schools, Cedarburg, Wisconsin 3-29

McNALL, RICHARD. Owner and Operator, McNall Equipment, Inc. and Member, Janesville Board of Education, Janesville, Wisconsin 4-5

MICK, ROBERT. Teacher-Coordinator, Metal Fabrication Coop Program 1, Waukesha South High School, Waukesha, Wisconsin 3-24

MIHLBAUER, EARL. Local Vocational Education Coordinator, Cooperative Educational Service Agency #15, Madison, Wisconsin 5-33

MIKL, JIM. Student, District One VTAE District, Eau Claire, Wisconsin . . 1-82

MIKUNDA, GERALD. Local Vocational Education Coordinator, Cooperative Educational Service Agency #11, Whitehall, Wisconsin 5-29

MITCHELL, WENDELL C. Vocational Agriculture Instructor, Preble High School, Green Bay, Wisconsin 2-13

MORRISSY, PHILIP. Member, Gateway VTAE District Board, Elkhorn, Wisconsin 4-28

MUNRO, JAMES. Superintendent, Bloomer Public Schools, Bloomer, Wisconsin 1-67

NAPSTAD, FORREST. Secretary-Treasurer, Central Wisconsin River Valley Building and Construction Trades Council, Wausau, Wisconsin 1-9

NIERODE, FREDERICK J. District Director, Lakeshore VTAE District, Cleveland, Wisconsin 2-16

NICKS, SUSAN. Teacher, Business Education Coop Program, Delevan-Darien High School, Delevan, Wisconsin 4-33

OBEL, RAY. Coordinator, Marathon County Economic Development Council, Wausau, Wisconsin 1-80

PONSHOCK, FRED. Director, Bureau for Career and Manpower Development, Shawano Public Schools, Shawano, Wisconsin 2-45

PRYOR, JOHN. Student, Blackhawk Technical Institute, Janesville, Wisconsin 4-37

REIHL, JACK. Secretary-Treasurer, Wisconsin State AFL-CIO, Milwaukee, Wisconsin 3-19

RESCHENBERG, ARMIN. Vice-President, Enterprise Steelfab, Inc., Oshkosh, Wisconsin 6-13

RILEY, DENNIS. Student, Western Wisconsin Technical Institute, La Crosse, Wisconsin 5-10

RITCHIE, DOUGLAS S. Superintendent, Madison Public Schools, Madison, Wisconsin 5-6

RODER, RICHARD. Administrator of Research, Wisconsin Indianhead VTAE District, Shell Lake, Wisconsin 1-92

RUZICKA, JEAN. Administrator, Personnel Services and Public Affairs Assistant, GTE Automatic Electric, Inc., Waukesha, Wisconsin 3-14

SCHIEFELBEIN, KEN. Data Processing Manager, Wisconsin Telephone Company, Oshkosh, Wisconsin 2-22

SCHMECHEL, DON. Carpenters' Union, Green Bay, Wisconsin 2-10

SEEFELDT, GENE. Assistant Project Director, Regional Education Center, Area "C," Blair, Wisconsin 6-6

SENN, PETER. Member, Wisconsin Board of Vocational, Technical and Adult Education, Campbellsport, Wisconsin 2-4

SICULA, LILLIAN. Secretary, Milwaukee Area VTAE District Board, Milwaukee, Wisconsin 3-8

SIEFERT, TERRY. Job Placement Director, Oshkosh Area Public Schools, Oshkosh, Wisconsin 2-56

SIREK, WILLIAM M. Director, Fox Valley VTAE District, Appleton, Wisconsin 2-41

SMELTZER, PRESTON. Special Needs Consultant, Bureau for Career and Manpower Development, Wisconsin Department of Public Instruction, Madison, Wisconsin 1-88

SPEIGHT, PAUL. Special Projects Consultant, Bureau for Career and Manpower Development, Wisconsin Department of Public Instruction, Madison, Wisconsin 5-34

STANFLY, CATHY. Student, Blackhawk Technical Institute, Beloit, Wisconsin 4-37

STENKLYFT, ANDREW. Assistant to the Director, Bureau for Career and Manpower Development, Wisconsin Department of Public Instruction, Madison, Wisconsin 2-58, 4-40

STARMS, ROBERT. Dean of Urban Concerns, Milwaukee Area Technical College, Milwaukee, Wisconsin 3-26

SUESS, ANDY. Local Vocational Education Coordinator, Cooperative Educational Service Agency #6, Chippewa Falls, Wisconsin 1-90

TAYLOR, LOLITA. Adult Basic Education Instructor, Wisconsin Indianhead VTAE District, Shell Lake, Wisconsin 1-86

TEMPTE, WILLIAM. Administrator for Research and Development, Western Wisconsin VTAE District, La Crosse, Wisconsin 5-14

TEPP, RICHARD. Local Vocational Education Coordinator, Seymour Public Schools, Seymour, Wisconsin 2-36

THOMPSON, BARBARA. Superintendent, Wisconsin Department of Public Instruction, Madison, Wisconsin 1-11

THOMPSON, TYRONE. Student, Milwaukee West High School, Milwaukee, Wisconsin 3-4

TRAEGER, CARL. Principal, Oshkosh West High School, Oshkosh, Wisconsin 2-53

UNBEHAUN, GAYLORD K. Superintendent of Schools, Brillion Public Schools, Brillion, Wisconsin 2-18

URBAN, WILLIAM M. Superintendent, Blair Public Schools, Balir, Wisconsin 6-9

VETTE III, JOHN. President, Associated Industries of Oshkosh, Inc., Oshkosh, Wisconsin 2-11

WALKER, DOUGLAS A. District Administrator, Joint School District No.1, Glidden, Wisconsin 6-2

WEDL, STEVE. Student, Fox Valley Technical Institute, Appleton, Wisconsin 2-39

WEINBRUNNER, RANDY. Student, Southwest Wisconsin Technical Institute, Fennimore, Wisconsin 4-26

WENDT, TIM. Student Representative of Madison Area Technical College and of the Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin 2-47

WENSELL, FREDERICK. Member, Mid-State VTAE District Board, Marshfield, Wisconsin 5-3

WILLIAMS, ROBERT L. Counselor WISVET Outreach Program and Student, Milwaukee Area Technical College, Milwaukee, Wisconsin 3-33

WOLSLEGEL, DAVID. Research Coordinator and Local Vocational Education Coordinator, Cooperative Educational Service Agency #13, Waupun, Wisconsin 2-64

WOOLEY, LEROY. UAW, Racine, Wisconsin 4-34

WRACK, ROBIN. Student, Shawano High School, Shawano, Wisconsin 2-40

WURTZEL, NORBERT. District Director, Area Vocational, Technical and Adult Education District One, Eau Claire, Wisconsin 1-3

YOUNG, DAVID. Local Vocational Education Coordinator, Cooperative Educational Service Agency #12, Portage, Wisconsin 5-43

ZANCANARO, JOHN. President, Wisconsin Board of Vocational, Technical and Adult Education, Milwaukee, Wisconsin 3-3

ZIEN, BURT. Member, Wisconsin Board of Vocational, Technical and Adult Education, Milwaukee, Wisconsin 3-9

HEARING #1
CHIPPEWA FALLS, WISCONSIN
OCTOBER 21, 1974

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Clare D. Rejahl, Executive Director, Wisconsin Advisory Council on Vocational Education, Madison, Wisconsin.

Robert Rudiger, Chairman, Wisconsin Advisory Council on Vocational Education, Menomonie, Wisconsin.

Kenneth Svee, Vice-Chairman, Wisconsin Advisory Council on Vocational Education, Madison, Wisconsin.

Les Riebau, Member, Wisconsin Advisory Council on Vocational Education, Madison, Wisconsin.

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John Kroll, Special Assistant for Federal-State Affairs, Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin.

PRESENTERS

Page

Norbert Wurtzel, District Director, Area Vocational, Technical and Adult Education District One, Eau Claire, Wisconsin 1-3

Forrest Napstad, Secretary-Treasurer, Central Wisconsin River Valley Building and Construction Trades Council, Wausau, Wisconsin 1-9

Ed Kijck, Business Representative, Carpenters and Joiners Union, Wausau, Wisconsin 1-9

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Merle W. Bodine, Director, Bureau of Community and Special Project Coordination, Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin . . . 1-25

James Munro, Superintendent, Bloomer Public Schools, Bloomer, Wisconsin . . . 1-67

Marvin G. Lansing, Superintendent, Eau Claire Area Schools, Eau Claire, Wisconsin . . . 1-69

Ray Obel, Coordinator, Marathon County Economic Development Council, Wausau, Wisconsin . . . 1-80

Peggy Mattice, Student, District One VTAE District, Eau Claire, Wisconsin . . . 1-81

Jim Mikl, Student, District One VTAE District, Eau Claire, Wisconsin . . . 1-82

Terry Christian, Student, Indianhead VTAE District, Superior, Wisconsin . . . 1-83

Bob Lagubian, Student, District One VTAE District, Eau Claire, Wisconsin . . . 1-83

Dan Gillis, Student, District One VTAE District, Eau Claire, Wisconsin . . . 1-83

Beverly Dreifus, Instructor, North Central Technical Institute, Wausau, Wisconsin . . . 1-85

Lolita Taylor, Adult Basic Education Instructor, Wisconsin Indianhead VTAE District, Shell Lake, Wisconsin . . . 1-86

Preston Smeltzer, Special Needs Consultant, Bureau for Career and Manpower Development, Wisconsin Department of Public Instruction, Madison, Wisconsin . . . 1-88

Andy Suess, Local Vocational Education Coordinator, Cooperative Educational Service Agency #6, Chippewa Falls, Wisconsin . . . 1-90

Richard Roder, Administrator of Research, Wisconsin Indianhead VTAE District, Shell Lake, Wisconsin . . . 1-92

Allan May, Local Vocational Education Coordinator, Menomonie Public Schools, Menomonie, Wisconsin . . . 1-94

CLARE REJAHL, EXECUTIVE DIRECTOR, WISCONSIN ADVISORY COUNCIL ON VOCATIONAL EDUCATION, MADISON, WISCONSIN

On behalf of the Wisconsin Advisory Council on Vocational Education, I want to welcome you here to Chippewa Falls. We are glad to see so many of you here. We have three members of our council here today: Mr. Ken Svee who is the vice-chairman, Dr. Robert Rudiger who is chairman, and Mr. Les Riebau. This is the first one of a series of five public hearings on vocational education to be conducted by the Council. We have two goals, first, to assess the impact of vocational education in Wisconsin, and secondly, to formulate new or revived legislative proposals for vocational education both on the national and the state level. We should establish some ground rules. We hope that the presentations will be limited to 10 minutes. I think the members of the council and the consultants at the table may see fit to question you or they may not. Are there any questions that anyone has? With those few opening remarks I think we will call the first witness.

NORBERT WURTZEL, DISTRICT DIRECTOR, AREA VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT ONE, EAU CLAIRE, WISCONSIN

Director Rejahl, and members of the Wisconsin Advisory Council on Vocational Education, I am pleased to testify before you on behalf of the district for which I am responsible.

My name is Norbert Wurtzel and I am the District Director for Area Vocational, Technical and Adult Education District One. District One covers an extensive area in west central Wisconsin, including all or part of 11 counties with a population of nearly one-quarter of a million people, and incorporating 40 secondary schools.

During the current year, approximately 2,850 students by headcount will have been served in full-time training programs conducted primarily at the comprehensive center, a multi-building complex located in Eau Claire, Wisconsin. An additional 17,000 students will have been served at 33 centers located through the district, in part-time programs offered primarily in evening classes.

My qualification to speak on this matter is based on a background of 13 years as a teacher and administrator in vocational education at both the secondary and post-secondary levels. In keeping with the purpose of this hearing as outlined in the public notice, I will attempt, first of all, to express my views on the impact that vocational education has had in this part of Wisconsin and secondly, to address myself to the direction which I feel legislation should take as it pertains to both the national and state levels.

As you know, this district is charged by Wisconsin statutes under the direction of the State of Wisconsin Board of Vocational, Technical and Adult Education with the responsibility for providing post-secondary occupational diploma and occupational associate degree programs as well as occupational extension, adult vocational, adult basic education, and adult high school education programs to the citizens residing within this area. The extent to which this district has moved in the direction of fulfilling that charge can be quantified to a certain extent.

In the ten-year period from 1964 to 1974, during which the geographic area served increased from the public school district of Eau Claire to its present size, the enrollment in full-time diploma and associate degree programs has increased from 485 to 2,386, or approximately 400%. During this period, the number of occupational training programs has increased from 11 to 46. Within the same ten-year period the number of adults served through the district's field services programs has increased from 2,100 to nearly 20,000 for the current fiscal year. A follow-up study of 726 students including 649 graduates and 76 who completed a training program to the point where they were able to secure employment revealed that 93% of those available for employment were successful in finding a job. Only 7% remained unemployed. When you consider that in the age range 18 to 24 in which most of these students would fall, the national unemployment rate exceeds 20%, the impact of the training experience within District One is revealed. Among those who became employed, 78% found jobs directly related to the occupational training program which they pursued at District One. Approximately two-thirds of all those students were able to find employment within the boundaries of the area served by the District One school.

Figures alone, however, do not reveal the extent of the impact post-secondary vocational, technical and adult operations in this area are having upon the people who reside therein. To those of you who have had the opportunity to visit the comprehensive center and to tour the five buildings which represent the physical facilities in which these training programs are housed it is certainly apparent that these facilities and the equipment which has been provided to the district result in an optimal setting for mastery of the various skills and concepts which the student needs in order to compete in the world of work.

What would not be quite as apparent to the casual visitor are the many programs being carried on and which are designed specifically to meet the needs of the less fortunate among the population served. Let me review briefly several of these programs in order to illustrate this point.

1. A project known as Supplementary Services and Guided Instruction for Graduates of High School Special Education Programs represents the first attempt on the part of any vocational, technical and adult education district within the state of Wisconsin to train students in regular diploma programs at the post-secondary level who are commonly referred to as educably mentally retarded.

2. A Special Project in Accounting for Handicapped Students has provided equipment including individualized instructional material designed to accommodate those who are physically handicapped (particularly those confined to wheelchairs) and others who have experienced various types of learning impairments.

3. A Study Skills Laboratory for improving reading and mathematics skills for disadvantaged students has been established and equipped at the comprehensive center. This laboratory is designed specifically to enable students whose occupational goal might be unattainable simply because of their inability to function in the area of reading and mathematics, the opportunity to progress in these areas to the point where their occupational goal is attainable.

4. Special Assistance for Disadvantaged and Handicapped is the name given to a project which provides highly specialized counseling and a wide variety of other services aimed at removing the myriad of barriers encountered by students from various unfortunate circumstances.

5. A Mobile Learning Resources Unit has been acquired and is currently being equipped with instructional materials in an effort to facilitate the transportation of educational opportunities to the more isolated portion of the population which resides in the rural areas within the district.

6. A Special Laboratory, in which the instruction of typing as it relates to any training program within the district, is conducted on an individualized basis, has been established.

7. A Simulated Office, where the student is able to experience all of the various office responsibilities by rotating from one position to another as he progresses through the course, has been established.

8. An elaborate on-line, Time Shared Instructional Computer System has been installed in the Trade and Industrial building and is being utilized to assist students in learning the various complex mathematical problem solving situations encountered in six of the technologies.

9. Occupational Extension Training is an area of high emphasis in District One. During the period extending from the 1969-70 school year through the 1973-74 school year, enrollments of workers in occupational extension classes has increased from 1,008 to 3,310.

In addition, several other programs aimed at providing consumer and homemaking education to those most in need of education in these areas are being conducted.

I have elected to cite the aforementioned facilities, equipment and special programs, because it is the presence of these factors which has contributed in large part to the growth and consequent impact of Vocational, Technical and Adult Education on the people of this part of Wisconsin. I also cite them, since they probably would not exist, at least to this extent, were it not for the assistance which VTAE District One has received from federal sources, particularly the Vocational Education Act of 1963 as amended by the Act of 1968.

As I see the impact of this legislation it is, to a large extent, cyclical. By this I mean that the improvements made possible by funds secured through federal legislation have made this type of training more attractive to greater numbers of people who, in turn, have created the necessity for providing even more programs and services.

The fact that a recent survey of 33 schools within District One in which 2,801 eleventh graders responded to a questionnaire asking them to indicate their career aspirations, revealed that 73% chose careers with implications for Vocational, Technical Education as opposed to 27% who indicated that they aspired to careers requiring a baccalaureate (or higher) level of education. In short, the predominant feeling a few years ago that, "vocational education is all right for somebody elses children, but not mine", is rapidly diminishing, particularly in this part of Wisconsin.

WURTZEL

With respect to the direction which future federal and state legislation should take, I believe that it must continue to provide funds to supplement local property tax at a level which is at least as great or perhaps greater than has been the case over the past several years. The reality of the property tax capability in northwestern Wisconsin is that it is insufficient to maintain the aforementioned level of services without continuous infusion of both state and federal funds. In this regard, the practice of using federal funds to induce a district to institute a special program, only to diminish and ultimately remove the federal support under the assumption that the district will "pick-up" the slack, is unrealistic. When a district is levying the maximum millage permissible (as is the case with most districts in northwestern Wisconsin) there simply is no way that the district, by itself, can continue these programs.

In order for quality programs and services of the type described earlier to be continued, one of two courses of action must be pursued.

1. Federal funding must continue to be made available at present levels for existing facility and equipment needs and for special programs and services.

2. The state must assume the federal responsibility wherever federal funds are diminished or removed as a basis for support for these facilities, equipment items, programs and services.

If neither of these courses is pursued, the VTAE districts in this part of Wisconsin would be unable to maintain adequate facilities, equipment, special programs and services to accommodate the Vocational, Technical and Adult Education needs at their present level. Within a very few years, the image of this type of education in this part of the state would have regressed to the status which it held prior to the 1963 legislation.

I believe that federal legislation should continue to provide categorical funding, although perhaps a little more flexibility in transferability of funds within categories would be in order. With respect to state funding, I believe that it must be distributed on the basis of the relative ability of the individual districts to support Vocational, Technical and Adult Education. To continue to distribute these funds on a "flat grant" formula is to perpetuate a system which ignores the concept of equal educational opportunities.

Thank you for the opportunity to present these thoughts relating to Vocational, Technical and Adult Education in this part of Wisconsin.

Question: Do you see any need for residential schools? This is an area that we haven't done much with. How about housing?

Answer: We presently are cooperating with the university in housing in Eau Claire. We have approximately 100 beds. We have very good support from the people of Eau Claire in providing rooms, etc. I don't see that it's a large problem at this point. I think possibly this would be a question that might better be asked of some of the students who will testify this afternoon, but from the feedback that I have gotten, I don't feel that housing and the development of dormitories or this nature would be necessary. We certainly would want to continue our relations with the university.

Q: Mr. Wurtzel, if I interpret your remarks, you do have some concern at least in your district with respect to financing your program to meet needs.

A: That's correct. We feel that if additional funds were available, there are many more things we could do. But contrary to what - I'm getting a little political here - contrary to what some levels of government do, we have tried to balance our budget with the revenues that come in and the services that we can provide and not get ourselves caught short come 1976 fiscal year without being able to continue what we feel is necessary. And so we've watched this very closely. But I think you're all aware of special needs that may be brought up this year, next year, and they may continue to grow, some of them may be one year in length. You have to put the moneys and the resources that you have available to the best use you can so as to serve the most people. And if we had additional funding, there would be many other things that could be done.

Q: Does your district suffer some from the reduction in the allowable mill rate?

A: Last year they brought the mill rate to the current valuations rather than one year behind, and our mill rate of course dropped because of the sizable increase in valuation. We are due to levy our tax to the districts for this coming fiscal year, however, we have not received our valuations and I don't know to what degree that have gone up or down and I would hate to answer that question at this point. We can see, though, in the future that with inflation going the way it is, just conducting the bare necessities and looking at those going up, valuations may have a difficult time keeping up to this, and we're going to be caught in the squeeze and I don't know what's going to happen then.

Q: Mr. Wurtzel, what type of program could you offer that you're not now offering?

A: We would go into, I believe, more programs that are high cost programs where you could be serving people and developing the programs in these areas. We tossed around the x-ray program for a number of years, we have not started it. If it would have been necessary for us to go out and purchase the equipment necessary, we would have thought a couple more years I'm afraid before we would have gone with that. We were lucky enough to pick up through the state office and higher education aids board a used x-ray unit that cost about $70,000 for the cost of getting it back here and set up. This is the kind of thing that holds us up many times. We would also be working more I believe with individual programs throughout the district. When you work on extension programs and you work with small groups of people, these become very expensive because you're out working with individual people. The adult basic education program is, for instance, almost a one-to-one contact. You're working with people who are difficult to draw out to become better prepared for work and for self-satisfaction, working with the adult who hasn't received a high school diploma. I don't mean to say that it isn't necessary. Many people who don't have a high school diploma have been very successful, but still they desire to have that high school diploma. And this is great. And again it's working with these people, bringing them together, a small number of students to a teacher or a person to a counselor, someone to work with him. These are the types of programs that we would try to develop more of if there were more funds available.

WURTZEL

Q: I noticed you cited some of the projects that you have for those individuals of the handicapped or disadvantaged. I have two questions. How do you let these people know these programs exist within your school system, and secondly, how do you find out who these people are within your community?

A: I think I could answer both of them by saying we work very closely with the social agencies in the community, such as, vocational rehabilitation, handicapped agencies, the Wisconsin Rehabilitation Association, and a number of the groups of this nature. You work with the local welfare offices, you work with WIN, the employment service, and all of these. And there are the people from whom we find out about these students and the peoples' needs. These are also the people that we use then to assist us in advertising the fact that we can help them. For instance, we're just in the process now of developing a communique-if you wish to call it that-to the various agencies on a project that we had asked for federal funding that was turned down but our district board said we will go ahead and do it. And that was the remodeling of bathroom and toilet facilities for the handicapped. It was very surprising to learn that we have a number of students in our school who need to go home periodically because of a nervous situation that may cause their colostomy to malfunction. We have now provided, what we feel, is the opportunity for them to go in and take care of themselves in a facility where they are not going to be walked in upon by other students. And we have done a number of these types of things. We have lowered drinking fountains so that people in wheelchairs can get to them and have a drink of water during the day rather than having to carry a glass around. We're trying to work with these people and provide as many opportunities as we can for education. We feel that they have the handicap and if they're willing to come to school, we better be willing and able to serve them.

Q: Do you have many programs with long waiting lists?

A: Yes, we do have. I'm not always upset by waiting lists because our programs are developed with the idea in mind that the students are able to go out and obtain employment after they have completed the program. Just the other day I learned that forty slots in practical nursing that would be opening up. We sent out letters and application forms to 713 students who would like to apply for those 40 slots. I think that that's an unfortunately long waiting list, however, if we trained all 700 plus students in the practical nursing program I think we might be doing them a disservice because they would have difficulty in finding jobs. I think there are more than 40 but there's a happy medium. We do have some other areas. I think last year District One had approximately 22 or 23 of its 44 programs with waiting lists in July or August, prior to the time school started. So we're turning students away in some cases, in other cases we were able to encourage them to attend schools in other districts that had vacancies, and in some cases they came in and took a portion of their program so if there's a vacancy opening up the second semester, they would be able to fit into that and to continue on with their program. Waiting lists are not what we really like but still they do serve to also keep down the number of people graduating and the number of openings that are there.

FORREST NAPSTAD, SECRETARY-TREASURER, CENTRAL WISCONSIN RIVER VALLEY BUILDING AND CONSTRUCTION TRADES COUNCIL, WAUSAU, WISCONSIN

I'm Forrest Napstad, Secretary-Treasurer of the Central Wisconsin River Valley Building and Construction Trades Council, Wausau, Wisconsin. My comments will probably be pretty short, I just want to give a little voice of labor. Our building and construction trades council covers 10 counties. In this 10 county area, we have three vocational, technical and adult education institutions, one at Wausau, one at Wisconsin Rapids and one at Rhinelander. Now we, as building craftsmen and building tradesmen, work with the vocational people at the vocational school, and we support the administration of the present system and would encourage additional educational courses and financing. As I said, we work with the people at the vocational school. Most of our craftsmen in their apprenticeship program work with the teachers to set up related training that we as craftsmen cannot give them. We also make use of the courses available at the school, such as their welding courses, their carpenter courses, their carpenter shop, and so on. Not only are we as building craftsmen interested in seeing that this system is continued and expanded, but we also would like to see it continue and to expand as members of the society. All of our own children don't get to become apprentices, and all of them don't have the resources or the schooling to go on to college. Therefore, in order to become better members of this society, they should have the right to be able to either retrain themselves or upgrade themselves in a craft or a trade or in whatever they choose. After all, we must have qualified, competent, blue-collar workers. They are the backbone of this nation. A college education is not the answer for all of us. As I said before, we feel that the blue-collar people are essential in this society, not only as members of this society but in their earning power, and their spending ability, and as a taxpayer. A qualified blue-collar worker that has a good craft, I think, is an honor to this society. Again, I want to say that as building trade craftsmen, we sincerely hope that the present vocational system continues and can be expanded because, talking to Dick, I know they are, at the Wausau one especially, they want to have some of the facilities, some of the equipment, and I know that the teachers are worked to death. Thank you.

Question: In your experience, have you had any difficulty in getting the related instruction services provided?

Answer: No, we haven't had any problem, but I know that Dick and his staff work with it pretty close.

ED KIJCK, BUSINESS REPRESENTATIVE, CARPENTERS AND JOINERS UNION, WAUSAU, WISCONSIN

Gentlemen of the advisory committee, my name is Ed Kijck and I represent the carpenters in the Wisconsin River Valley Area. We too cover the same districts as Mr. Napstad pointed out to you, Districts No. 14, 15, and 16 which entails three different vocational and technical education facilities. As was pointed by my predecessor, we do need the facilities of the vocational school for the purpose of training our apprentices. We are very fortunate that we do not call to heavily on the technical school for their help other than to get the circuit instructors into the areas and this sometimes becomes a problem. If we do not have a sufficent amount of people to set up a single course, it means that we do not have the services of a circuit teacher. This is very worth funding; it is required and as a result it is going to put a burden upon the technical institutes as far as their finances are concerned. We also need the technical schools for the advanced training. The building and construction industries and technologies, as they have been going in the past, have been advancing faster than our people can, and as a result, there is a strong need for the advancement in the technical end of the construction industry. Here is an area where we are not getting what we need because of the fact that the schools are limited do not have the technologies going the area although they are needed. I'm talking about advanced welding in some cases and in other areas of technology that are incumbent in the building trades area. We also find as part of the labor organization that we the facilities of the school for workers. This has been provided to us very, very well in the past years and we're very thankful that it has been. Of course, this is primarily academic and no facilities other than books are needed in this particular area. As I said, we would like to have full funding in the apprenticeship program so that we can get circuit constructors into the area whenever we need them and, of course, this is a financial problem. We hope that the vocational program can be continued on a tuition free basis as it has been in the past because we feel, as labor has always felt in the past, that education is a very, very important thing. We do feel that in the vocational school we should have it tuition free so that these people can retrain themselves for future jobs, to improve themselves in the area in which they have chosen, and we can have a qualified mechanic or qualified person doing the necessary jobs. We feel that the greatest pleasures or greatest spending that can be done is to take this man and make him into a qualified mechanic so that moneys are not foolishly spent when you train a man in the vocational end of the school work. One area that we probably have some question is the college parallel program and whether or not the vocational school should stay in their present concept of training people to do a job or to get into the academic end of it and start transfering credits into the college end. This is all I have gentlemen. Thank you very much.

Question: What is the status of supply and demand, in other words, do you have enough students coming into the program?

Answer: Through the apprenticeship programs, are you referring to?

Q: Yes.

A: Yes, we have more than enough but we hire as...

Q: You have more than enough students?

A: Students or applicants are talking about?

Q: Applicants.

A: We have sufficient amount coming through, yes, that need the training and could be placed. Yes, we do have...in fact, we have an overabundance of them right at the present time but we cannot place them because of the fact that we do not have job opportunities for them at this particular time. But this has a tendency to fluctuate and go from bad to good and good to bad as you know the construction industry does.

BARBARA THOMPSON, SUPERINTENDENT, WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION, MADISON, WISCONSIN

It is indeed a pleasure for me to comment on the role, impact, and importance of vocational education in our secondary schools in Wisconsin. The past nine years have shown that there is a continuing and expanding interest among the high school age students to better prepare themselves for their adult roles and responsibilities in their Wisconsin communities.

In my discussion today I would like to briefly review the history and status of secondary vocational education in Wisconsin and then explain what I feel are the general needs in vocational education between now and 1984.

During my initial year of employment in the Department of Public Instruction in 1965, our Department first became officially involved in vocational education as a result of the Vocational Education Act of 1963. At that time, 34 high schools in the State were selected as "pilot schools" to experiment with various methodologies and delivery systems for vocational education as mandated in the Vocational Education Act. Three years later, detailed information was gathered from the various populations involved - this included school personnel, students, advisory committee members, and representatives of labor and the business community. This data and information was carefully analyzed by a Steering Committee of 20; these individuals represented well the various segments of the State community. Their analysis and their recommendations were then forwarded to the State Superintendent for consideration. Subsequently, these recommendations were adopted by the State Superintendent and these recommendations have been the basis for the development and expansion of vocational education in the secondary schools in the State. A copy of this report is on file with the Department of Public Instruction and could be made available to you upon request.

The recommendations included guidelines for a comprehensive vocational education program. A comprehensive vocational education program is not easily defined since there must be provision made for meeting the unique needs of school districts and students; nevertheless, the following are presented as basic criteria to be used in determining the extent to which a program is "comprehensive" and is serving the needs of all students. To accomplish a comprehensive program, some school districts which have limited enrollments and which form geographic clusters are encouraged to pool their efforts and resources into a coordinated, unified program.

The Basic Criteria for a Comprehensive Program are:

1. Services of a Local Vocational Education Coordinator (LVEC).
2. Development of a Local, Long-Range Plan for Vocational Education.
3. Career development process (vocational guidance and counseling).
4. Exploratory and sequence courses.
5. Variety of capstone courses.
6. Formalized articulation of high school and post-secondary courses.
7. Modified program and/or special services for students with special needs.

Elaboration of these criteria is included in the LVEC Handbook, which is published by the Department of Public Instruction.

THOMPSON

The Bureau for Career and Manpower Development, which is part of the Division for Instructional Services, in the Department, is responsible for the vocational programs in the secondary schools. At the present time, consultants in agriculture/agribusiness, business and office education, home economics, distributive education, health occupations, industrial education, and vocational guidance and counseling are available to provide leadership in developing and strengthening programs in the secondary schools. In addition, staff members are available to provide leadership in the recognized vocational student groups; i.e., DECA (Distributive Education Clubs of America), FBLA (Future Business Leaders of America), FFA (Future Farmers of America), FHA-HERO (Future Homemakers of America - Home Economics Related Occupations), and VICA (Vocational Industrial Clubs of America). Nearly 34,000 high school students are a part of these various vocational student group organizations; their learning experiences are greatly enriched through their participation in the activities and conferences sponsored by their respective State Chapters. We have many testimonials which will document the worth of the co-curricular activities conducted by the various vocational student groups. I personally know several of these individuals, now members of our staff and these former students are very creative and enthusiastic employees.

At the secondary level, the categorical funding available to support the vocational education programs comes from the Vocational Education Amendments of 1968. In Wisconsin, these funds are divided on a 60-40 basis; the State Board of Vocational, Technical and Adult Education retains 60 percent of the funds and 40 percent is transferred to the Department. Matching funds come from the State's regular shared cost formula and local funds. No State supported categorical aid for secondary vocational education is currently available.

The rapid expansion of programs into more schools in the State, the expansion and updating of existing programs, the demands for new and innovative approaches to meet the needs of students who cannot succeed in the existing programs, and inflation all contribute to a fiscal situation which is impeding and slowing down the development of new and expanded opportunities for the students in our schools.

The majority of VEA monies in Part B of the Act is used as an incentive to "capstone" courses. Each capstone course at the 12th grade level should "cap-off" the individual skills and attitudes developed in the previous sequence of exploratory and skill-building courses as well as the basic skills developed in related classes and through the guidance and counseling process. This past year, approximately 20,000 seniors were enrolled in a variety of capstone courses in about 80 percent of the high schools in Wisconsin, but some of the schools need to expand their offerings to provide opportunities for all of their students. The follow-up surveys of the capstone graduates indicate a high degree of success in the programs. The unemployment rate for the graduates of the capstone courses was slightly under 5 percent compared to a 12-34 percent unemployment rate for the total population in this age group.

In a recent interview with Lowell Burkett of the American Vocational Association, the U.S. Commissioner of Education, Ted Bell indicated that he was a strong supporter of vocational education long before he returned to the nation's capitol from his home state. He indicated, "Vocational education is a cutting edge of educational reform, particularly in metric conversion, new federally required elimination of sex bias, and close relations with business, industry, labor, and other community groups." The extensive involvement of these groups through the advisory committees serving the vocational programs appears to be a critical input for successful programs.

Dr. Bell further observed, "Vocational education's image has improved considerably in the past few years and enrollment continues to increase, partially because undergraduates of four-year higher education institutions and graduate schools are having difficulty finding jobs. No other segment of public education can boast as close a relationship with youth." This is undoubtedly attributable to the activities of the vocational student groups identified earlier. Another of Dr. Bell's comments related to the National and State Advisory Councils. "The National Advisory Council on Vocational Education is an outstanding organization staffed by outstanding people. The Council and its affiliated state councils provide a model for such citizen panels."

In a year when new legislation is being considered at the Federal level and when the budget review will be taking place at the State level, I feel that it is important that those in decision-making positions are aware of what is now being accomplished with rather limited resources. If the secondary schools are to continue these developmental and growth patterns, additional resources will be required. While we have made significant progress in our schools in a relatively short time, the needs of all students are not now being met. The special needs of the disadvantaged and handicapped are now being served in some school districts with a high degree of success; other districts are just beginning to develop special or modified vocational programs and services as a result of the recently enacted Chapter 89. Recent workshops indicate a real need for communications and an exchange of expertise between the special needs teachers and the vocational education teachers.

Another major thrust which has been rated jointly as a top priority of the Department and the State Board, is the better articulation of the secondary and post-secondary programs. Considerable strides have been taken in recent years, but to articulate specific programs between the two units will take additional time and resources. The economics of offering programs efficiently as well as the economics of efficient use of the student's time has to be given a top priority in planning and management of resources.

The Governor's State Advisory Council for Vocational Education made several recommendations in the annual report which directly relate to the secondary programs. Recommendation #1 and I quote, "Specific State funds be appropriated to support vocational education programs at the secondary school level. #2 Secondary School Districts should fully explore possible cooperative arrangements with the other secondary schools and post-secondary districts. Contractual services should be encouraged. #3 The Department of Public Instruction should continue to explore means to expand vocational education programs at the secondary level."

I would now like to discuss for a few minutes two possible situations which in the future could be very important to vocational education.

THOMPSON

Both of these situations have been discussed by Mr. Willard Wirtz at the Department's Fall Conference for School District Administrators. Mr. Wirtz was the Secretary of Labor in the Kennedy and Johnson Administrations and has a very good understanding of the labor market.

The question is: what changes that are taking place now will have a significant effect on vocational education in the next 10 years? The two trends I would like to discuss are women in the labor market and the effects on the labor market of the growing number of college graduates.

Equal Employment Opportunities for Women

In the next 10 years the new equal employment and non-discrimination laws we have will take effect. Possibly more important than the laws is the idea that more and more young women are entering the labor market with a career in mind rather than the idea of X years of work before marriage and a family.

The ability to plan your family size and the trend to smaller families means that many, many women will not spend 25 years of their lives raising 6 or 7 children as we did years ago. The old life style of women having a few years of work in an office, factory, or store before a period of 25 years of child raising will probably switch to a life style of a career of work outside the home interrupted for a few years of raising 1 or 2 small children.

What does this mean for vocational education? It means we must provide high quality vocational education in our schools for both young men and young women in all occupational areas.

Education Equals Employment

We as a nation have lived for a long time with the assumption that if our young people are "educated", the necessary types and number of jobs will be waiting for them when they graduate.

This is not true today. In our present labor force, 1 in 8 has a college education and at the present rate of college graduates by 1985 1 in 5 persons in the labor force will have a college degree. We are increasing our college graduates at a greater volume than we are increasing the number of new jobs in our economy which require college degrees. This means our high school graduates and young people with one or two years of college will find themselves competing for jobs with college graduates. The same thing will happen when those high school graduates are up for promotion in their jobs. They will find more and more that they are competing for promotion against people with college degrees.

What does this mean for vocational education in our high schools?

To fulfill our responsibility to the students, we will have to provide very good programs which either prepare a person for a job which does exist in the labor market or prepare a person for further vocational training.

THOMPSON

Mr. Wirtz suggests that to make our secondary schools more viable we should try to break down the idea that education and work are two separate worlds. There are two extremes. On one extreme, we have the idea that the only purpose of "education" is the pursuit of scholarly knowledge. On the other extreme, is the idea the only purpose of education is to prepare a person for employment. Mr. Wirtz's view (and I agree) is that the purpose of education is to prepare a person for life and life is our work time and our "leisure" time combined.

In summary, I believe that there are several points of emphasis which I would like to leave with you.

1. Many of the secondary schools are providing vocational education programs of excellent quality; other schools have programs which will require a great deal of additional effort.

2. The legislature is now studying the compulsory education statutes of Wisconsin. Changes in these statutes would affect our secondary schools and we must be able to respond to new laws.

3. Vocational education programs at any level in our educational system are more costly than a general or academic program. A commonly accepted cost figure for vocational education programs is 1.8 times that of a regular program. With the limited categorical resources available under the Vocational Education Amendments of 1968, program refinement and expansion to meet the needs of all students will be negligible. Additional resources are a critical need.

4. In order for our vocational programs to meet the needs of our students in the coming years, we should develop programs with the idea that young women will also require career training.

5. A closer relationship between our schools and the employment environment in the community could be very beneficial to vocational education.

Obviously, it is not possible for me to tell the complete story of our secondary programs and identify a-l the concerns and problems in this relatively short period of time. I hope my remarks have been helpful. Thank you.

Question: I keep hearing Capstone and it's related to the 12th grade level. What happens to people who drop out at the 11th grade? Do they get this?

Answer: If they drop out of the vocational program...

Q: Drop out of high school...

A: Drop out of high school? No, they would not get the Capstone as we have it set up in the senior high school or at the senior level. No, they would not get this. Nor would they get a concentrated program which would deal directly with their age level even in a vocational school, because the Capstone takes into consideration all the programs a student has been involved in so far and with the counseling and guidance that goes with it for that age level and the grade level. So they don't all benefit if they would drop out at 11th grade, no.

Q: What is the present drop out rate?

A: I can't give you the actual numbers on the percentage of drop outs but we certainly can get it for you. However, I do know that we have a million boys and girls enrolled in our public schools, K-12 presently, a million, and there are a million adults 18 years of age and older who do not hold a high school diploma. So this tells us something in terms of numbers. But I think our drop out rate would be considered low as compared to other states and would be in the neighborhood of about 5 or 6%, but I don't have that specific number. Maybe there'd be someone here in the audience who would have a more accurate figure.

Q: The Vocational Education Act of 1968 devotes more attention to the disadvantaged and to the handicapped people and certainly the schools are trying to add to the program for them. What is the DPI doing so that the needs of these people who are in this area are identified by the vocational and school systems so that there is a continuous program for these people?

A: I'm afraid that we have done not nearly as much as we would like to say that we could have done or should be doing. However, as I understand it, there are some units of the vocational post-secondary program who are now preparing staff members for the guidance and counseling and program development of those students who would be classified at the secondary school level but now are moved into the post-secondary program. I believe Eau Claire is an example of that kind of new cooperative effort between the secondary and the post-secondary program. We find too with the secondary schools that the director of special education is involved with the LVEC's at the local school level. And there are special funds available for those students who are handicapped or considered exceptional. A modified program is established for many students at the secondary level but don't let me tell you that it's too good. It's good in some places where it has been accepted and where it becomes an effort on the part of a mobile administration to do something for these youngsters but it is very difficult in the more remote areas where the vocational school is not as accessible as it would be say Chippewa Falls to Eau Claire. We do have some efforts going on. We would like to see the post-secondary programs truly employ a person who could become involved with giving direction for the children with exceptional needs. Just because they can't read well or do numbers well or perform well in some other academic areas does not mean that they cannot learn a vocation. It also means that those who have a poor attitude about school as we have known it through the academic programs can't become involved in some kind of a constructive job when they are turned into the adult world and expected to do something for themselves.

Q: Dr. Thompson, I just have a question. I take it that you do endorse the recommendations which the advisory council made with respect to vocational programs in secondary schools. Is that correct?

A: Yes, right. I think that we need vocational education there. I cannot see an isolation of programs by age, in other words, that we should have it at the post-secondary level and not at the secondary level. For too long our secondary schools exhibited a kind of behavior whereby this was a holy place for students who were going to go onto "college". This is unfortunate and I think we in Wisconsin have shown great leadership, even with limited funds, toward the development of vocational programs at the high school level.

Q: I think the council will be interested in approaching the legislature with respect to categorical funding with respect to vocational school programs.

A: It's interesting that you should make that comment, for in chapter 90 in the 13 standards, you know, there are provisions such as mandatory kindergarten. You are to have art, music, physical education, and health education in the elementary and secondary schools of Wisconsin. We are to have guidance and counseling. There's a whole set of thirteen of them and not one mention in those standards about vocational education. I think it's unfortunate and, although I don't favor a 14th standard that says vocational education because I think if we get 14 we're going to have 99, I do think that it was an oversight. The previous arrangement for distribution of aids to the local school district was based on basic or integrated aids. Integrated aids meant they had a program which was "modern." And predecessors as state superintendents defined the word modern curriculum to include vocational education, a comprehensive high school. Aids were distributed with that in mind for many, many years, now they receive aids or no aids based on 13 minimum standards which does not include vocational education.

Q: Of course you know our council did take notice of that and we had two pieces of correspondence who with you about categorical funding.

A: Yes, sure.

Q: ...is concerned about that problem too.

A: I'm not just sure how, you see if you do categorical funding that's one way. The standards inclusion would be another way. I think this needs to be carefully considered and weighed as to which way it should be. I frequently have the feeling that if we can give an incentive aid which would be categorical aid the districts would be much more inclined to provide beyond the minimum in vocational education which they would do with the minimum standard, so it may turn out to our advantage. Categorical aids are an interesting way of distributing funds. I'm always afraid when we do categorical aids that someone is going to say up in the legislature cut out all categorical funding, you see. Or cut this part of the budget for the schools in the state. We now have risen from a 21-27 percent support by the state back to the local school districts to a 41 percent support and this happened during a brief one-year period, this rise in financial support. I think it shows that the state and those who represent the people feel that the local taxpayer needs a break. I wouldn't like to see that 40-41% cut back if we say we shall have categorical funding for vocational education. So we must tread carefully but I think understanding is the key, and meetings such as this helps everyone to understand that vocational education is important, let's not cut out the support at the state level for the local district. I was listening to the radio on the way up and someone who was campaigning for election was talking about local control, it's something you're all interested in, local control. He was pointing out in his ad that bureaucracy at the state level is emmense and it is detrimental to local control. I believe that is true except in the case of the department of public instruction. I really do. 97% of all the money that comes to the department for distribution is distributed to the districts, 97%. And so with the talk about bureaucracy it must be another department, it isn't ours.

THOMPSON

Q: We are advisory to the state board. Is there anything that you wish we'd be doing more of?

A: I think you've done a wonderful job, I really do. But I would like to suggest that the state do more with providing moneys for secondary education. I don't think the 40-60% should be changed. I can go along with that. 40% for secondary and 60% for post-secondary. But I think there needs to be more funding for secondary education. I further believe a recommendation by you to the state board that the DPI spend it's funds for programs out in the state for boys and girls would be a good idea, rather than taking that percentage of the money to support staff members that we need within the DPI. In other words, I would like to see DPI staff members supported by GPR funds so that they would truly then be implementing programs and establishing criteria based on state efforts rather than just federal efforts in education. Thank you for having me and slipping me in like this.

LISA BAROWSKY, STUDENT, DISTRIBUTIVE EDUCATION COOP PROGRAM, ANTIGO HIGH SCHOOL, ANTIGO, WISCONSIN

Good afternoon: I am Lisa Barowsky from the Antigo Chapter of Distributive Education. The purpose of my being here is to give you my opinion of D.E. at Antigo Sr. High School. I feel I can sum this all up in one word...INVOLVEMENT.

Involvement in the three major areas of D.E. Classroom instruction, on the job training, and DECA club activities.

We have just begun a new system of individual instruction. This is called the IDEC (Interstate Distributive Education Curriculum Consortium). Being the first group to work with this there are many questions to be answered. With some effort I believe this will help me to work toward my career objective. The classroom not only helps me to work toward my goal, but teaches me on the job skills and proper attitude.

On the job training, the second division of Distributive Education, allows me to take a close look at my career objective, Display Management. I was employed at Hardee's Restaurant where I learned a great many skills which I am sure will help me in any future employment. Being such a small community, job opportunities are somewhat limited. I have now gotten a job where I will be involved in display management and helping to make merchandising decisions in young fashions at the J. C. Penney Store of Antigo.

The third division of Distributive Education is DECA. We draw a distinction between the two because Distributive Education is the classroom instruction and DECA is the youth group. The DECA club has gotten me involved in social and civic activities at both a state and local level. DECA has provided me with the experience of competition and human relations. I was not aware of the importance human relations played in our everyday life until I came into contact with the study of it through DECA.

In summation, D.E. has provided me with opportunity, involvement, commitment and just plain fun. In my second year of Distributive Education, I find myself totally involved and enthused with opportunities that await me. By involvement I've gained confidence in myself, which I feel will enable me to take advantage of the skills I have learned. D.E. is INVOLVEMENT.

JUDY GRALL, OFFICE COOP PROGRAM, ANTIGO HIGH SCHOOL, ANTIGO, WISCONSIN

My name is Judy Grall. I attend school at the Antigo Senior High School. I consider myself a very lucky person! There are many reasons that account for this: One main reason is the fact that I have been employed for over a year and a half in a job that is similar to my chosen career. I began working at one of our local drive-ins and then I was informed of a better job at the General Medical Clinic. In two weeks' time, I applied for the job, had an interview and started work. I attribute this great opportunity to the classes that are offered at our school and also the new program that has been started this year called Secretarial Office Co-op. This course is a two-period class with a minimum of three hours a day work experience at your specific job. I think this is a great accomplishment because you can get on-the-job training in a specific field even before you graduate from high school! This really is helping me, because I plan on continuing my education as a medical secretary.

There are a few requirements before you can enter the Secretarial Co-op, Secretarial Capstone and Clerical Class. Let's quickly discuss each one: The Secretarial Co-op Program that I am involved in is fundamentally the same as the Secretarial Capstone except that there are a few more required classes and with the Co-op you have on-the-job training. The Clerical Office Practive Program is for students wanting training in the basic office skills; excluding shorthand. These programs are really great, and the teachers know what they are talking about. So if you put enough time and effort in studying; there is no problem in acquiring these skills. I find I can apply what is taught in my classes to my job, along with what my fellow workers teach me. In my opinion, I think our program is off to a good start, although it was slow in the beginning.

FBLA, or Future Business Leaders of America, is another important division of our Business Education Department. This club offers the members a chance to get together and enjoy themselves in the various activities it sponsors.

Overall our Business Education Department offers a comprehensive list of classes. It is limited, though, because of space for equipment and classrooms. The people of our community are debating on building a new school. If they should decide to do so, I think this department could be greatly benefitted by expansion. I am very glad I chose this course of study in high school. I know that what Antigo's High School had to offer me has affected greatly my future plans and has given it a tremendous start to being a success.

WILLIAM BAY, EXECUTIVE DIRECTOR, IMPACT SEVEN INC., TURTLE LAKE, WISCONSIN

Members of the Wisconsin Advisory Council on vocational education, ladies and gentlemen of the audience, I am here today to testify on behalf of vocational education, particularly as it relates to business development. I must apologize, my remarks will be primarily extemporaneous, but hopefully that will shorten it. One of the first things that I would like to do in terms of explaining my concern about business development as it relates to vocational education is tell you a little bit about Impact Seven. We are a community development corporation, a non-profit corporation. We operate in a 5½ county area and while we are involved in housing and community facility development, mental health, public works, and some other areas, our primary concern and mandate is that of business development. Most of our activities are comprised in the Wisconsin Indianhead District as it relates to the vocational, technical and adult education district. Our main office is in Turtle Lake, Wisconsin. I might relate that statistically it is known around the United States that 8 out of 10 new businesses fail, either a new business or a turnaround situation in which you attempt to bail out an existing business that is experiencing difficulty. In the Indianhead District we have a number, a great many businesses that experience difficulty. One of our concerns also is in creating new industries. So one of our concerns is how do you reduce risk and how do you do better than the 8 out of 10 failures that exists on national level. One of the ways you do that, of course, is to direct as many resources as you possibly can to the business that is being established or to the business that is being turned around. That might explain how we became involved with the Indianhead District inasmuch as we were trying to mobilize as many resources as we could to direct to the problems of turn around business situations that are a new venture development. We became involved with the Indianhead District in a project called BAIL; a project that I am particularly familiar with and the relationship was an extremely beneficial one. In fact, we had our personnel at several of the facilities attend evening classes. We had 5 to 7 evening classes for people in the setting up and operating of equipment and its maintenance, in supervisory skills, training the orientation of employees and management, production methods, standard times, and incentive programs. Then we had on sight plant instruction and plant layout and the product flow plan, standardization of parts and production methods, finishing and spraying techniques, purchasing and yield analysis, packaging for shipment of product and cost reduction, drafting of products and writing of instructions on assembly, and the establishment of standards. In addition to that, we've worked with the Wisconsin Indianhead District in such areas of need as accounting, marketing, production, management, and other general areas. I believe there's a great opportunity for vocational education to extend a great deal to organizations such as Impact Seven and other business people in the area in terms of a business, particularly when you look at the number of classes that are available to business concerns additionally the instructional staff that is available in the community, the distribution of that instructional staff, and the facilities - if you take Indianhead District for example with its facilities in Richmond, Ashland, Superior, and Rice Lake and the availability of those facilities in the area. The university system is a tremendous resource, however, many times the closest resource available is some 70 miles away in the university system and that's available when the university has time to distribute it to you. Wherein with vocational education we feel that the resource is available in the area and can be utilized in the area. I think there is need for more education of the citizenry, particularly the business community as to the availability of the resources and hopefully, if I might lament the plight of the business community here today, to make the resources of the vocational schools available more to business in terms of on-sight instruction particularly. If you take a business turnaround, for example, where you may have 40 employees who cannot get into the classroom but the survival of the business may be dependent on their learning good production standards. It can be very beneficial to have a class like a BAIL type project in which the resources can be brought to the facility. That's all I have, members of the council, ladies and gentlemen, if you have any questions I'd be happy to answer them. Thank you.

WILLIAM MAURINA, LOCAL VOCATIONAL EDUCATION COORDINATOR, BARRON AREA SCHOOLS, BARRON, WISCONSIN

The Barron Area Schools has been participating in Vocational Education for over 40 years. First, under the Smith-Hughes Act of 1917 and then more recently under the Vocational Education Acts of 1963 and others to present date. It is my opinion that this school would have a very minimal program, if one at all, had federal monies and direction not been made available through the State Department of Public Instruction and U.S.O.E. Attached is a sheet indicating the Vocational Capstone Courses and/or Exemplary Vocational Programs that are presently in operation in the three high schools that I serve. You will also note that the total of these projects is nearly $150,000.00 with an average percentage of funding well over 40%. Without this financial help, these schools would find it impossible to maintain vocational programs. This three school complex is now looking at other ways of expanding their vocational offerings. This is being accomplished by sharing programs and/or staff. This requires a special effort on their part and in allocating priorities of expenditures to small schools it might be well to provide an extra financial incentive for these programs. One of the most dramatic effects of our program has been the number of students that are going on to post high school vocational-technical schools. The class of 1973 was the first class that had more students go on to VTA schools then to 4 year baccalaurate degree granting institutions. In addition to this, we are finding a high percentage of our students going to work in the occupational area of choice of a related area (occupational cluster).

The problems that we are facing in the Barron Area Schools include the following:

1. Difficulty in finding certified staff to teach capstone courses. (Agriculture, Business Education, and Building Construction)
2. Sufficient and appropriate inservice for present capstone instructors.
3. A need for a comprehensive integrated program of career education K-12.
4. More effort in placement and follow-up.
5. More cooperative occupational programs. These have proven to be extremely effective in training students as it relates to the world of work.
6. Providing programs for the disadvantaged and handicapped.
7. Expanding the capstone offerings to our students because of school size and the excessive cost of developing a program.

To meet the needs we have at Barron, as well as the other schools, Chetek and Prairie Farm, it will require a continuation of the present efforts. In addition, if secondary school are to continue to expand and develop career education and vocational education it will require a greater effort to provide staffing, program expertise, instructional materials, and capital outlay for special equipment. Along with a continuation of federal money for this effort it seems that we need to have categorical aid at the state level for secondary career education and vocational education programs. Keeping in mind that these programs are not the same. It is a well known fact that for each $1.00 spent in general education programs, it takes $1.80 to match a similar program in vocational education.

In addition to his own testimony, Mr. Maurina presented the Advisory Council with the testimony of the seven following individuals from the Barron Senior High School.

I feel that the Vocational Food Service program is helping students prepare themselves for the world of work and the responsibility of becoming self-supporting. It is a program they are interested in because they realize it is something they are really going to be able to use for personal gain once they are on their own. Many of the students in the vocational program will not be going on for additional training and need specific training for a job when they leave high school. The curriculum guide that was furnished to Food Service instructors at a workshop in Madison has been extremely helpful in a number of ways. Not only has it helped as far as the development of curriculum, but also as a guideline for the equipment and audio-visual materials that would be appropriate for the course. The development of this was funded by Vocational Education monies. Without funding for this program, we would not have been able to equip the laboratory and provide the instructional resources that the program needed. There are still equipment deficits, but these will be filled in year by year as further funding becomes available. The follow-up of the 1973 graduates from the vocational program indicates that 56% of the previous students are employed in areas related to their training. The main suggestion I have for the program is to make it a 2 year program instead of 1 year. Then the major emphasis in the Junior year could be put on classroom preparation for the job. The Senior year could be used mainly for improvement of job responsibilities and techniques of the students. In order to accomplish this it would require additional staff and ultimately would present fiscal problems.

Eunice Dewey, Instructor in Home Economics

The federal project at our high school has moved our instruction in Mechanics from a vice grip, screwdriver and hammer project in the back corner of the Metals shop to a Capstone Course with a very comprehensive Power shop, including 5 auto stalls and proper tools for labs of 10 students. The project and its input by the advisory committee has brought a critical labor shortage area to the attention of our community. The federal aid monies have moved a 10 year plan into an operational 5 year effort. The areas of vocational education are high expense programs and the federal help has made it possible for our school to equip and operate programs. Areas I would like to see looked into would be teacher updating by instructional grants. Vocational teachers in Mechanics cannot affort to take off to go back to work, but need the current return to the job to keep in touch. Any assistance in this area would improve instruction.

Daniel Morris, Instructor in Power

Our Graphic Arts program as it exists today is because of the federal vocational money that has been alloted to us. The development of the area in terms of equipment and number of course offerings could not have been accomplished without help. Because we now have this area available to the student body, we have people working in the graphic arts field, people who are presently enrolled in vocational-technical schools in graphic arts, and people currently in the high school program who are planning entry into the graphic arts field. Without the present offerings in the area, there is no doubt that these people would not be interested in this particular area. Our enrollment in the graphic arts areas have been on the increase. This in turn is having an effect on availability of equipment per student. With the present money situation in terms of the local school tax dollar, there is a great hesitancy to expand facilities further. If we are to continue to grow, or even maintain the status quo, it will become more necessary for help in equipping and maintaining these areas. I believe a funding level of 50-60 per cent is going to be necessary. Job opportunities are now at their greatest in the vocational-technical fields. With the economy and welfare what they are; this is not time to decrease opportunities for young people to attain a skill that will make them better contributing members of society. For these opportunities to be achieved in the small schools we need the kinds of help that the vocational monies have given.

James Haas, Instructor in Graphic Arts

MAURINA

1) Office Equipment: This year our Business Education Department received 12 IBM Selectric Typewriters. Our classroom as well as our resource center is now equipped with all electric typewriters. Federal funding has helped us purchase the modern style desks we have in our main business room as well as initially funding additional staff for the program. Barron truly has facilities of which it can be proud. If students can see that the business teachers have facilities of which they can be proud, they seem to take pride in being in a business course and in the long run achieve goals and do work also that is of a high caliber.

2) Future Business Leaders of America: I think one of the strong points of our vocational program is the youth group that involves so many of our business students. Through FBLA, students are able to compete in many events related to the business world at the regional, state, and national level. As a part of the chapter, they are exposed to the business world through guest speakers, panel discussions, films, field trips, etc. They get to meet business students from other schools by participating in various activities. Our students have excelled in many competitive events during the past three years, that we have had the club and I think the fine facilities and the caliber of the student we attract has much to do with this. This year we are honored to have a state officer in FBLA, who along with me, her advisor, serves on the advisory board.

3) Federal monies have helped us attend workshops and conventions that provide us with the latest developments in the world of business. At the rate the business world is changing, it is vital that business teachers be in the know as to what is the latest equipment being used in offices and the latest methods of accomplishing the jobs that are performed. Even though we have the latest typewriters, we still have a need for more business equipment, such as electronic calculators and dictaphones.

4) Follow-up surveys reveal that a large percentage of the students in our capstone courses go on to vocational schools or directly into the world of business. Many of our students are granted advanced standing upon entrance into vocational schools because of the caliber of instruction we are able to offer.

Barbara Polzin, Instructor in Business

The vocational agricultural department of Barran High School is an example, an indicator of the growth and development of the vocational programs at the secondary level. It is without question or hesitation as I review the past sic year, that the areas of increased course offerings, increased enrollment additions in equipment, improved placement in post-secondary vocational and baccalaureate programs have been influenced substantially as a result of vocational education monies. Our program here at Barron was expanded from a one-man to a two-man department in 1968 as a result of the development of a pilot program in agri-business. I am sure that funding of the program by Federal monies certainly provided impetus to proceed with additional staffing and expanded program. The cost of salaries, travel, resources and inservice are certainly no small items in today's education financing.

Victor Bekkum, Instructor in Agriculture

MAURINA

1. Federal money has made available equipment and materials that we would not otherwise have for our students.

2. It has enabled us to broaden our curriculum as well as provide financial aid to expand our limited resources in working with reluctant learners.

3. It has allowed new programs to begin (SVAP), and supported those programs that would otherwise remain on paper.

4. The taxpayer is able to see his federal tax dollar at work in his school with his children.

Recommendations: The priority of expenditures should be handled by local personnel who have more insight to needs, rather than appointed staff in Madison who sometime lose touch with local needs. We might suggest that monies be made available for job placement subsidy, where we find those exceptional-needs students, unable to find competitive employment.

George Petrangelo, Project Director
Carl Olson, Instructor

We probably have one of the most execplory vocational programs for a school our size in the state. Certainly if we profess to believe in a comprehensive program in the light of the number of students who do not go to college, we must be addressing ourselves to an alternative program from the usual preparation for college. While the advent to vocational education in our school has been a move towards the promotion of our small school we have not been without a trauma. Presently we have seven Capstones in our program and without federal funds it would be impossible for us to initiate them. To assume the bulk of the support of these programs, it has been a burden on the local district. I cannot urge strong enough the need for further funding in order to provide the necessary alternatives for the students who are not planning to pursue a university degree or for that matter may be planning to join the world of work after school. When we consider the percentage in our school who are entering the job market, we must address ourselves to their needs.

John Schieffer, Principal

Question: You mentioned that the articulation of the post-high programs seem the best with the office occupations area of business. Are there any problems that you are experiencing that we as members of the Advisory Council can do to help this? I know we've got studies going on articulation. I feel very uncomfortable - and I see years go by before we're really getting at this.

Answer: Well, I think formal articulation is obviously, is always a problem. We can talk articulation quite easily. We say this student has been exposed to thse skills and its not necessary for that student to be re-exposed or to rediscover America so to speak. That kind of formal articulation is a little more difficult to develop. One of the things that we have been able to do, and I think successfully, is to incorporate on each of our advisory committees a person from the VTAE districts that would be directly related with that occupational area. So on each of our advisory committees, as an example in food service, we have the home economics coordinator from the vocational district, in business education we have either an instructor or coordinator or someone that sits on our advisory committees, and this I think has helped considerably. There needs to be, and this has been pointed out by I'm sure many others, there needs to be a much more formal articulation; and maybe before we can articulate, we have to have some very clearly defined ideas as to what our mission is.

MERLE W. BODINE, DIRECTOR, BUREAU OF COMMUNITY AND SPECIAL PROJECT COORDINATION WISCONSIN BOARD OF VOCATIONAL, TECHNICAL & ADULT EDUCATION, MADISON, WISCONSIN

Mr. Rejahl and members of the Wisconsin State Advisory Council on Vocational Education, I am pleased to testify before you today on behalf of the Wisconsin Board of Vocational, Technical and Adult Education on services to persons with Special Needs under the Vocational Education Amendments of 1968 in Wisconsin. My name is Merle W. Bodine and I am Director, Bureau of Community and Special Project Coordination for the Wisconsin Board of Vocational, Technical and Adult Education. This is the Bureau that administers the federal funds under Vocational Education Act of 1968 for the post/secondary system. The Wisconsin Vocational, Technical and Adult Education Districts have moved rapidly in identifying persons with special needs and designing educational support services to enable disadvantaged and handicapped persons to succeed in regular vocational and/or technical programs under the federal legislation entitled - Vocational Education Amendments (VEA) of 1968. I am confident that you will hear about many of their accomplishments through this series of hearings. The examples cited here today by Mr. Wurtzel are typical and commendable.

"Disadvantaged Persons" means persons who have academic, socio-economic, cultural or other handicaps that prevent them from succeeding in regular vocational education programs designed for persons without such disadvantagements. Such persons may be provided with occupational training and related services, or both, in order for them to benefit from a vocational education program. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency or cultural or linguistic isolation from the community at large.

"Handicapped Persons" means persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a regular vocational education program, without special educational assistance or who require a modified vocational education program.

Programs and Services

I. Classroom Related Academic Instruction
    a. Remedial Instruction
    b. Communications Skills Training
    c. Reader and Interpreter Services
II. Employability Skills Training
    a. Classroom Related Technical Instruction
    b. Shop, Laboratory, Field, Work Experience
    c. Other Occupational Experience
III. Individualized Services
    a. Guidance and Counseling
    b. Diagnostic Services
    c. Special Education Equipment, Services and Devices
IV. Individualized Programs
    a. Special Instructional Program
    b. Pre-Vocational Orientation Program

BODINE

Funds for vocational education for disadvantaged or handicapped persons may not be used to provide food, lodging, medical, and dental services and other services which may be necessary fro students enrolled in such programs but which are not directly related to the provision of vocational education to such students. This may be well an area worth considering in future legislative proposals. If it is not feasible for certain disadvantaged or handicapped persons to benefit from regular vocational education programs to any extent, even with the provision of supplementary special education services, then these persons are provided with special projects of vocational instruction which include such special instructional devices, techniques and supplementary special educational services as are necessary to enable those persons to achieve their vocational objective. In these cases, funds available for vocational education for the disadvantaged or the handicapped may be used to pay that part of the total cost of the instructional program and supplementary special educational services that are reasonably attributable to the vocational education of disadvantaged or handicapped persons. Most projects are reimbursed 45-50% of total cost with local funds contributing the balance. Approximately, 2.0 million of federal funds are "set-aside" under the present legislation (VEA '68) for programs of service to persons with special needs. The allocations are as follows:

$ 985,000	-	Disadvantaged
595,000	-	Handicapped
412,000	-	Very Special Needs - Disadvantaged or Handicapped plus cultural or linguistic isolation from the community; poverty; neglect, delinquency in areas of high concentration of youth (16-21) unemployment and school dropout.
$1,992,000		

Request for funds exceed availability of monies by 3 to 1. During the last fiscal year, 19,220 persons with special needs were served under the VEA of 1968 in Wisconsin.

Your attention is directed to two (2) handouts which illustrate the provisions of the present federal legislation and the projects in operation in Wisconsin at the present time. The handouts are entitled: (yellow) Specific Requirements of the Vocational Education Amendments of 1968 and (green) List of Current Projects for the Disadvantaged and Handicapped.

Actually we have experienced no real program problems with the current provisions of the federal legislation. However, we are aware of certain state and local regulations that prevent implementation of certain concepts. For example, there are certain community agencies that are better located and suited to responding to special target groups than our schools. In order to channel funds to these agencies, we have requested that our schools delegate training responsibilities to these organizations. These agencies are predominantly urban. Urban schools have responded and cooperation is excellent. State law does not allow local funds to be used for programs in these agencies. Therefore, federal funds must be used to cover 100% of the training cost. This creates considerable strain on the available federal monies and may necessitate our pulling back from utilization of these agencies unless funding is increased. Although, as mentioned before, we have not experienced any severe program problems under the existing legislation--there has always been a planning problem due to the failure of Congress to appropriate funds on a timely basis. We spend a considerable amount of the fiscal year operating under a Continuing Resolution or supplemental appropriation with no firm commitment from the federal government as to the exact amount of funds available until very late in the year. One of the most significant administrative accomplishments of the present legislation has been the emphasis on inter-agency cooperation. VEA '68 has led to new working relationships between VTAE and the Division of Vocational Rehabilitation, Department of Public Instruction, Wisconsin State Employment Service, Division of Corrections and a host of community agencies such as UMOS, Urban League, Spanish Center, Jewish Vocational Service, OIC, Neighborhood Centers, CAA's, Business and Industrial Development Organizations, and many others throughout the state. Mr. Wurtzel cited some living, local examples of such cooperation.

In summary, it seems we must all work together to preserve and expand what we presently have rather than support any new legislative proposal that would de-emphasize categorical programs and services to special target populations. Flexibility of transfer between categories should be looked at and considered as mentioned by Dr. Thompson. We must strive to preserve an emphasis on both "program development" and "people development," if the magnitude and variety of social and economic needs are to be addressed. Programs are effective only as long as they serve the individual and varied needs of all segments of our society-the disadvantaged and handicapped, as well as the advantaged and more fortunate. At the federal level, more compatibility between vocational education and manpower and employment legislation need to be developed. The main contribution of federal legislation is the emphasis it brings to bear on special problems. The funding could be found elsewhere - its the emphasis that helps. Thank you for this opportunity to speak with you today.

HANDOUTS FOLLOW ON NEXT PAGE.

Question: This advisory council during the last three years has conducted two extensive studies and surveys regarding the individuals of special needs which you have referred to here. One of the conclusions of this last study that came out is the inability to find out who these people are and with the confidentiality of records. You speak of cooperation of the agencies and I know there is, but it seems to me that there are areas of what probably we ought to be working on to cure this kind of thing...

Answer: That continues to be a problem, sir. However, I think with continued and expanded emphasis on interagency cooperation that can be overcome without violating the confidentiality of the people. I think it's the working between vocational education, and the DVR, the employment service, these community based agencies, and so forth. There's a lot of non-confidential people right around those agencies that we can serve.

Q: I recognize this. But is there any need of specific recommendations as far as legislation is concerned that puts you much more at ease about doing this rather than having to be concerned with overstuffing your files with confidentiality?

A: I'm not that concerned about it. I think that with the funds that are available with the emphasis that has been given us in the legislation, the mandate that

SPECIFIC REQUIREMENTS
OF THE VOCATIONAL EDUCATION AMENDMENTS OF 1968

The Vocational Education Amendments of 1968 are restrictive in specifying eligibility for the disadvantaged or handicapped to avoid dissipation or commingling of earmarked funds in regular vocational education programs. However, once a person is identified as needing special help to succeed, the form or type of vocational education actions authorized to overcome the disadvantage or handicap is essentially unrestricted. Requirements of the statute specify (1) that the inability to succeed in a regular vocational program be the basis for indentifying the disadvantaged and handicapped; (2) that individuals, not groups, be so identified: and (3) that the inability to succeed be a result of a condition and not a cause. These requirements are discussed more fully in the following sections.

Inability to Succeed in Regular Program

The basic criterion for receiving special services or a program modification is the inability to succeed in a regular program without special assistance. Congress intended that special assistance be provided to those persons who have disadvantages or handicaps which prevent them from succeeding in a regular program designed for the "normal" or "average" person. Under this criterion, a person would not be identified as disadvantaged because of poverty, neglect, delinquency, race, or any other reason. Similarly, a person would not be identified as handicapped unless his physical or mental handicap prevents him from succeeding in a regular program designed for persons without such handicaps. If a person is succeeding or can be expected to succeed in a vocational program without special assistance, he should not be identified as disadvantaged or handicapped.

In summary, for an individual to be identified as disadvantaged or handicapped, it is necessary to satisfy two conditions:

- The person is not succeeding or cannot be expected to succeed
- His disability is a contributing factor to his lack of success

Measurement of success or probability of success is not simple. The legislation and the regulations provide that the success criteria be determined by the States to allow maximum flexibility in determining who should qualify for these programs. This recognizes that measurement of "success" varies among States, among programs and courses within States, and among levels of instruction.

Some of the more commonly used criteria for measuring success or ability to succeed include over-age in grade, level of academic performance, performance on one of several different achievement tests, and the like. Many States have classified anyone who has dropped out of school before completing an educational program as disadvantaged. The justification presumes that a dropout lacks adequate educational background to perform successfully in the vocational education program.

All these criteria—age in grade, test scores, academic performance, etc.—are acceptable indicators of inability to succeed. The intent of the statute is to provide ready access to vocational training or retraining to "persons of all ages in all communities." Each student should be given support and assistance to develop his abilities to the fullest.

Individuals, Not Groups

The statute is specifically directed to individuals. The statute is not directed to any person or group outside the vocational education inability-to-succeed context, no matter how apparent the group's common characteristics.

Similarly, residence in a target area, such as a ghetto or an economically depressed area, is not sufficient grounds for classifying a person as disadvantaged for purposes of the statute. His residence in a target area may be and very likely is at least a contributing cause to the person's disadvantagement. However, the "scatter-gun" approach of identifying persons to be disadvantaged primarily by their accident of residence in a low-income target area is inconsistent with the precise purpose of providing a meaningful vocational education to all disadvantaged individuals.

Target areas may be identified only for administrative purposes because the most efficient expenditure of disadvantaged and handicapped money is more likely to occur in such areas. These areas usually contain a high number of disadvantaged and handicapped persons and, from cost-benefit perspectives, programs may be formulated to benefit more people at lower per capita cost than in nontarget areas. However, the statute is not concerned with demographic concentrations and ease of administration. On the contrary, the statute makes special provisions that even the most difficult individual cases within these areas should receive special help, both administratively and professionally, to ensure vocational education success.

Cause and Effect

The Federal Register definition of the disadvantaged states that the term includes persons whose needs for specially designed educational programs and services result from poverty, neglect, delinquency, etc. The phrase "result from" may be paraphrased by "are caused by."

Many persons can perform successfully in vocational education programs even though they are poor, neglected, linguistically isolated, or a member of a minority group. Many are motivated to success in education because of their poverty and as a means of escaping from poverty. To identify the cause of a disadvantagement may place an unnecessary, unusual and perhaps impossible burden on the teachers who must make the identification. This is particularly true for such causes of disadvantagement as poverty, neglect, and cultural isolation when a student is succeeding in vocational education despite such impediments.

Therefore, under the specifications of the statute special programs and other forms of assistance to the disadvantaged may not be formulated on the sole basis that a person is black, Spanish, poor, a migrant, or for any other cause. Rather, services and remedial action must be designed or modified to overcome specific effects, such as academic deficiencies or motivational problems, as identified by the teacher or the counselor. For example, special tutorial help may be required to overcome a handicap to successful vocational education created by the fact that a student is not competent in English (the effect recognized by a teacher) because it is not the language spoken in the home (the cause). Vocational education funds are available for English language assistance to the student to remedy the effect, but the same funds would not be available to remedy the cause; that is, to provide supplementary English language instruction to all members in the home unless they were all enrolled in vocational education programs and needed the special assistance.

It is recognized that treatment of specific effects frequently requires knowledge of their causes. Where appropriate, causes may therefore be identified, but only to the degree that such knowledge helps the individual. The specific objective of the provisions under the statute is to ensure vocational education success to all; other statutes and other funds are concerned with broader social obligations.

In summary, identification of the disadvantaged and handicapped must substantiate that individuals so identified are not succeeding or can not be expected to succeed in a vocational education program without assistance. Knowledge of the reasons or causes for the situation are relevant only to assist him in overcoming the effect. Remedial actions or programs should be designed to treat the effects caused by a disadvantagement.

IMPLEMENTING SERVICES AND PROGRAMS

The general principle for funding services and programs for the disadvantaged and handicapped is that "persons of all ages in all communities" should have ready access to vocational training or retraining. Support and assistance should be provided as necessary to develop abilities of students and to enable them to participate successfully in the vocational education program of their choice.

To the maximum extent possible, persons identified as disadvantaged or handicapped should be integrated into the regular vocational education program. Ancillary or supportive services needed to help a person succeed in these programs may be provided by Federal vocational education funds or by other cooperating agencies or organizations. Separate or modified vocational education programs for the disadvantaged or handicapped should be set up only when it is in the best interest of the student.

The following sections describe some uses of Federal funds, types of services that may be provided, and cooperating agencies.

Uses of Federal Funds for Vocational Education

The Vocational Education Amendments of 1968 stipulate the use of Federal funds for the purpose of assisting the disadvantaged and the handicapped to succeed in vocational education programs. The statute reads as follows:

> Section 122(a)--Grants to States under this part may be used, in accordance with State plans approved pursuant to Section 123, for the following purposes;
>
> /Disadvantaged/
> ...(c)(1) At least 25 per centum of that portion of each State's allotment of funds appropriated under section 102(a) for any fiscal year beginning after June 30, 1969, which is in excess of its base allotment shall be used only for the purpose set forth in paragraph (4)(A) of subsection (a): *Provided*, that for any such fiscal year the amount used for such purpose shall not be less than 15 per centum of the total allotment of such funds for each State, except as any requirement under this paragraph may be waived for any State by the Commissioner for any fiscal year upon his finding that the requirement imposes a hardship or is impractical in its application.

> [Handicapped]
> ...(c)(3) At least 10 per centum of each State's allotment of funds appropriated under section 102(a) for any fiscal year beginning after June 30, 1969, shall be used only for the purpose set forth in paragraph (4)(b) of subsection (a).

More simply stated, the law provides that set-aside Federal funds shall be expended to assist the disadvantaged and the handicapped to succeed in a vocational education program. These expenditures are separate from and do not include basic grant funds expended for a regular vocational education program. Only services over and above those provided in regular programs can be considered special services and may be paid for out of set-aside funds. For purposes of this accounting, the definition of disadvantaged and handicapped shall be the sole basis for identifying individuals.

If the school (or place or study) is used exclusively by students who have been identified or diagnosed as having a need for specialized staff, special educational materials or equipment, and supportive services to succeed in the regular vocational education programs, the total school program may be funded from the disadvantaged and/or handicapped set-aside funds.

Certain expenditures for the disadvantaged and/or handicapped may not be spent from the vocational set-aside funds. For example, disadvantaged funds may not be spent to provide regular vocational education students and/or programs in economically depressed communities which did not have such programs available prior to the enactment of the Vocational Education Amendments of 1968. Similarly, food, lodging, and medical and dental services, while necessary for the well-being of individuals, are not all allowable expenditures of Federal vocational education funds.

Types of Services that may be Funded

The following list provides some examples of the types of services that may be funded under the Vocational Education Amendments of 1968:

Advisory/coordinating committees--required to help formulate programs, to act as liaison between school and community, and to support legislation. The following costs are allowable:

- Formation and servicing of the Advisory Committee for the Disadvantaged and the Advisory Committee for the Handicapped
- Formation and participation in state and local coordinating committees, including clerical help, travel expenses, and salaries of faculty members to attend meetings.

Survey/evaluations--conducted by staff members or on contract

- Identification of disadvantaged or handicapped population and the geographical areas in which they are concentrated
- Employment opportunities for disadvantaged/handicapped youth and adults
- Effectiveness of methods, materials, equipment, and techniques used in providing vocational education programs for disadvantaged/handicapped persons.
- Identification of other agencies, organizations, or individuals concerned with the disadvantaged/handicapped and the extent to which they provide vocational education

Recruitment/promotional activities--designed to reach disadvantaged/handicapped persons and potential employers and to develop community participation and support

- Advertising through newspaper or television
- Announcements through posters, flyers, brochures, and other visual presentation
- Speaking engagements with community groups, local chapters of social welfare organizations

Identification of disadvantaged and handicapped--needed to identify and classify specific problems of individual student

- Counseling service for student and/or his family including salaries for time over regular duties
- Preparation of diagnostic and evaluation tools
- Education testing to determine academic level, interest, and abilities
- Vocational or work evaluation

Staff development--required to prepare teachers to work with disadvantaged and handicapped students

- Teacher training programs including per-service and inservice training
- Travel costs and salaries of faculty members to attend seminars, conferences, workshops, and special institutes

Scheduling modifications--needed to provide additional time for faculty to assist identified disadvantaged/handicapped students. Additional faculty time and related expenses may be required when any of the following situations occur:

- Extension of school day, week, or year
- Addition of another semester
- Instruction on an individual basis
- Flexible scheduling of students to permit program entrance/exit appropriate with progress

Curriculum modifications—required to enable individual students to continue in regular vocational education program by assisting them to compensate for the disadvantagement or handicap

Allocation of additional time to develop skill
Specially designed work books or text books
Task analysis of occupations to identify possible modification in instruction, equipment, or methods

Curriculum development—required to provide students with a specially designed program to suit their individual needs

Research, experimental, and demonstration projects
Contracts with consultants, specialists, or teachers
Salaries of teaching staff and curriculum specialists
Individualized learning packages
Orientation programs to develop social skills, attitudes, and consumer education
Orientation programs to observe various occupations
Special supplies and instructional materials

Equipment modification for the handicapped

For the visually handicapped:	Instruction in Braille Large print materials Signals which use sound rather than sight Special safety devices, such as guard rails around moving parts of a machine
For the deaf and hard of hearing:	Printed rather than verbal instructions Signals which use sight rather than sound Sound amplification devices
For the orthopedically handicapped:	Adaptations of regular equipment, such as handcontrols added to machines usually operated by foot controls Special desks and work tables for students in wheel chairs Ramps for students who cannot use stairs
For the mentally retarded:	Simplified equipment Simplified instruction guides and manuals
For the cardiac and other physically impaired:	Additional facilities for rest rooms Handrails in washrooms and in cooridors

Supplemental educational services 4/--designed to assist students in regular or special vocational programs

Psychological services to test, diagnose, and evaluate emotional and mental problems
Guidance and counseling services, including referral and followup services
Job placement services, including job finding and employment followup
Tutorial services
Transportation services, in addition to those provided regular students
Family counseling services related to vocational program of student
Special services for the disadvantaged, such as bilingual instruction and bicultural orientation
Speical services for the handicapped, such as reader services for the visually handicapped, interpreter services for the deaf, guide services to assist physically handicapped

Facilities--required for reaching and teaching disadvantaged/handicapped students

Purchase/rental and operation of mobile units to serve as classrooms, diagnostic centers, or counseling and guidance units
Rental of nonpublic space to serve as classrooms in locations more accessible to the population
Contracts with private nonprofit schools which can provide programs and services more effectively and economically than public schools 5/

Business community cooperation--required to enlist support of goals of vocational education for the disadvantaged and handicapped through job offers, teacher training and upgrading of skills. The following costs are allowable:

Additional staff to coordinate, supervise, and guide work experience or work study programs
Arrangements for summer jobs in private business firms for teachers to update their knowledge and skills

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4/ Some of these supplemental services are available for handicapped persons through various other public agencies. These sources should be used whenever possible.

5/ Federal Register, op.cit., Section 102.66, p. 7347 and Section 102.79, p. 7348

Cooperation with Others

Some services and programs for the disadvantaged and handicapped may be available through other Federal, State, or local public and private organizations. The Federal Register 6/ specially requires that the State provide cooperative arrangements with the public employment service system; with State agencies responsible for the education of the handicapped; with other agencies, organizations, and institutions; and with other States. Because of limitations of funds, resources, and qualified staff, the most economic and efficient means of overcoming disadvantaged and handicapped conditions is through the cooperative efforts of all agencies involved. Another advantage in coordinating with others is the restriction placed by Federal legislation on the use of vocational education funds. Other organizations may be able to provide the technical and financial resources which may enable the formerly disadvantaged or handicapped student to succeed in a regular vocational education program.

Disadvantaged: The following list provides examples of the types of organizations and agencies that vocational education administrators may contact in order to coordinate programs and services for the disadvantaged:

Federal agencies (State and local offices)

Vocational Rehabilitation Agency
Bureau of Indian Affairs
Immigration and Naturalization Services
Social Security Administration
Veterans Administration
Employment Services
Manpower Development and Training Administration
Model Cities
JOBS—National Alliance of Businessmen
Job Corps
National Youth Corps
Community Action Program

Educational community groups (public and private)

Compensatory Education—ESEA Title I programs
Adult basic education
Parent-Teacher Associations
Private nonprofit schools
Library services
Opportunities Industrialization Centers
Migrant
Bilingual
Dropout prevention

Institutions for the neglected and delinquent

Correctional institutions
Reform schools
Orphanages
Foster homes
Halfway houses

6/ Federal Register, op.cit., Section 102.40--Cooperative Arrangement, p. 7342.

Business/industrial community groups

Employers
Private employment agencies
Trade/labor unions

Speical-interest groups

National Association for the Advancement of Colored People
Congress of Racial Equality
Urban League
League of United Latin American Citizens
American GI Forum
Services Employment Redevelopment
Association of Mexican American Educators
Indian Tribal Councils
American Indian Education Association
Other social or welfare agencies, such as church, Jewish Community Center, YWCA

Handicapped: In addition to many of the above organizations and agencies, the following list provides examples of the types of groups that may be contacted to increase coordination of programs and services for the handicapped:

State agencies (local offices)

Governor's Committee for Employment of the Handicapped
Department of Welfare
Public health agency
Mental health agency
State agency for the blind
State agency for the deaf
Family service agency

Private nonprofit organizations

Mental health associations
Mental retardation associations
Associations for the blind
Associations for the deaf
Crippled Childrens Society
Veterans groups
Goodwill Industries

Citizens organizations

Civic organizations such as Kiwanis, Lions, Rotary, Elks
Parents organizations for specific handicapped groups

Health professionals, such as physicians, psychologists, nurses

CLASSIFICATION SYSTEM FOR THE DISADVANTAGED

The classification system for the disadvantaged is designed to include all persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in a regular vocational education program. In order to assist an individual to succeed, one or more of the allowable special services should be provided to maximize the likelihood of his successful completion of a vocational program.

To be eligible for special vocational programs, program modifications, and related services under the 15-percent set-aside funds for the disadvantaged, an individual shall fulfill the following conditions:

* He is excluded from a regular vocational program because of the effects of a disadvantagement, or

* He shows evidence of being unable to succeed in a regular vocational program because of the effects of a disadvantagement, and

* The effects of the disadvantagement are identified by a qualified professional person (teacher, counselor)

The categories of disadvantages have been selected for ease of identification and classification by the classroom teacher. The numbers assigned to each category may be used for reporting information to local and State administrators. Such information is essential for planning and analyzing the effectiveness of vocational education programs and supportive services provided for the disadvantaged. The statements following each category are provided as examples of the types of disadvantagements in that category. Every effort should be made to identify an individual in one of the three main categories and to use category 4.0 (other) sparingly.

1.0 Academically disadvantaged

These individuals are not succeeding or cannot succeed in a regular vocational education program because of at least one educational deficiency.

1.1 Language (speaking/comprehension) deficiency

Individuals in this group experience sufficient difficulty with verbal communication that their capacity to learn is significantly reduced. Persons in this category may have one or more of the following characteristics:

Poor speech and/or limited formal English vocabulary
Inability to use the formal language effectively in school
Serious language difficulties in any language

1.1.1 English is secondary language

Persons whose language deficiency can be remedied by teaching English as a foreign language

1.1.2 English is primary language

Persons whose language deficiency can be remedied by programs designed to increase language proficiency.

1.2 Reading and/or writing deficiency

Individuals in this group experience sufficient difficulty with reading and writing that their capacity to learn is reduced significantly. Persons in this category may have one or more of the following characteristics:

Poor reading ability and limited formal vocabulary
Inability to write or communicate in writing

1.2.1 English is secondary language

Persons whose reading/writing deficiency can be treated by teaching English as a foreign language or by programs designed to achieve proficiency.

1.2.2 English is primary language

Persons whose reading/writing deficiency can be treated best by programs designed to increase proficiency.

1.3 Computational deficiency

These individuals have an educational background in mathematics which is not adequate to perform at the level required by the vocational education program. Persons in this category may have one or more of the following characteristics:

Serious difficulties in comprehending computational concepts
Insufficient computational skill to compete effectively with peers

1.4 General educational deficiency

Individuals in this group have educational deficiencies which are principally responsible for their inability to succeed. Persons in this category may have one or more of the following characteristics:

Low achievement scores
Poor attendance records
School dropout
Potential school dropout
Unaware of educational procedures and/or opportunities
Lacks parental support and guidance because of parent's own lack of education

2.0 Socio-economic or other non-academic effect

These individuals, because of their background or experience, have developed attitudes which severely limit their ability to perform successfully in a vocational education program.

2.1 Hostile or defiant attitude

Individuals in this group exhibit excessive aggressive, anti-social, or disruptive behavior. Persons in this category may have one or more of the following characteristics:

Higher incidence of involvement with the criminal justice system
Defiance of rules and regulations
Persistence in trying to dominate the scene
Withdrawal from normal social intercourse
Unrestrained behavior
Socially assertive and unconventional
Disruptive in school

2.2 Passive or apathetic attitude

Individuals in this group exhibit unusual lack of participation in and response to the learning situation.
Persons in this category may have one or more of the following chracteristics:

No interest in learning or in school work
Negative attitude toward learning
Discouraged in school work
Poor attendance records
Lack of personal motivation, indifference
Potential school dropout
Persistently truant from home and school
Poor relationship with others
Very poor or negative self-image
Overly sensitive to constructive criticism
Lack of experience with successful examples of his own ethnic group
Underachiever
Other identified disadvantagements, such as ill health, poor nutrition, broken home, out-of-wedlock pregnancies, or underemployment

3.0 Economically disadvantaged

Individuals in this group are not succeeding or cannot succeed in a regular vocational education program for one or more economic reasons. The effects tend to be clear and obvious to a vocational educator, and the countermeasure may require joint efforts with welfare and similar personnel. Persons in this category may have one or more of the following characteristics:

Geographically isolated
Needs economic assistance to enter or stay in school
Unemployed or underemployed

4.0 Other remediable effects (specify)

This "catch all" category should be restricted to special situations of a local individualized nature. The effect of disadvantagement should be specified.

Groups of Individuals Most Apt to Show Effects of Disadvantagement

The only basis for identifying a student as disadvantaged is his inability to succeed in a regular vocational education program. Further, he should be identified as an individual who cannot succeed rather than as a member of a "disadvantaged" group. With these criteria in mind, the following groups are listed only as guidance for the teacher to identify the individuals who are most likely to have some effects of disadvantagement:

Persons, including veterans, with poor educational background
Semi-skilled and unskilled workers receiving less than poverty level incomes
Persons in correctional institutions or in institutions for neglected children
Members of ethnic minority groups which have been discriminated against
Persons who have been isolated from cultural, educational, and/or employment opportunities
Persons, who, because of a combination of environmental, cultural, and historical factors, lack motivation for obtaining an education or a job skill
Persons who are dependent upon social services to meet their baisc needs
Unwed teenage parents

Disadvantaged persons may also be identified as being members of certain areas which have been identified as "target" areas. Examples of areas which may be expected to have a high percent of disadvantaged individuals are as follows:

Economically depressed communities (low-income areas)
Areas of high youth unemployment
Areas of high rates of school dropouts
City ghettos
Public housing developments
Urban renewal areas
Model cities neighborhoods
Rural poverty areas
Mexican-American barrios
Puerto Rican encalves
American Indian reservations
Migrant streams

Cause-Characteristics of the Disadvantaged

In formulating the classification system for the disadvantaged, special care was taken to keep the cause of a disadvantagement distinct from its effect in an educational context. However, it is important for Federal, State, and local educational planners to know the causes of the disadvantagement handicaps, as well as the effects which can be treated in the vocational education structure.

The statistical linkages provided through the cause-characteristics should enable vocational education planners at all levels of government to utilize judgment in formulating programs that can meet social objectives beyond the vocational education context. For example, knowing the number and ages of individuals in non-English speaking homes from the 1970 Census, a vocational planner can be guided either to exercise leadership in initiating English literacy projects in non-English speaking residential areas or to question the extensive use of vocational education funds for remedial English purposes when all reports show English as the primary home language.

The categories of cause-characteristics have been selected to describe attributes of all except the most unusual disadvantaged student, and to provide statistical data linkages that quantify the particular student population of interest. There is one exception to the latter criterion: No commonly accepted measures of "Geographic-transportation isolation" exist. In addition, the categories are not mutually exclusive. A vocational education student failing to succeed could trace his disadvantagement to causes stemming from being an American Indian, on welfare, from a non-English language background, a former high school dropout, and located in an isolated area.

In reporting on the disadvantaged, all of the cause-characteristics, as far as they are known by the teacher or counselor, should be identified for each individual being reported. By so doing, the hard-to-reach and the hard-to-teach groups which have been of special concern to Congress and to the National Advisory Council on Vocational Education will be identified. These categories are also important to various special-interest groups. Letter-and-number combinations have been assigned each category of cause-characteristics to distinguish them from the numerical system used for classifying the categories of the effects of disadvantagement.

A. Non-English language background

Students in this group come from home environments in which English is not the common language of communication.

A1 Spanish

A2 American Indian

A3 Eskimo

A4 French

A5 Other (specify)

B. Low-family income

B1 On welfare

The family or the person is dependent on social agencies for economic assistance.

B2 Not on welfare

Income of family or person is inadequate for basic needs which presents major obstacles to successful vocational education. Available standards for income measurement include the Office of Economic Opportunity standards and the family income levels (adjusted for family size) used by Bureau of Census "General Social and Economic Characteristics," tables 58, 90, and 107.

C. Dropouts

C1 Actual

Persons who left school for any reason before graduating or completing a program of study and without transferring to another school.

C2 Potential

Persons who may reasonably be expected to leave school for any reason before graduating or completing a program of study and without transferring to another school.

D. Migrant worker family

A migratory agricultural worker is one who has moved with his family from one school district to another during the past year in order that he or other members of his immediate family might secure employment in agriculture or in related food-processing activities.

E. Dependent, neglected, and/or delinquent youth

E1 Dependent and neglected youth

Dependent youth are those who have lost their homes through death or other natural causes. Neglected youth are those who are being abused by parent, guardian, or society in general as determined by court.

E2 Delinquent youth

Youth who have been declared delinquent by a court of appropriate jurisdiction.

F. Racial/ethnic groups

F1 Negro/black

F2 American Indian

F3 Spanish surnamed

F4 Other (specify)

G. Adults (persons beyond the age of compulsory school attendance)

G1 Functionally illiterate

Persons who have limited ability in communication and computational skills which prevent them from obtaining stable and adequate paid employment.

G2 Unemployed/underemployed

The unemployed are those who are not working but are looking for a job. The underemployed are those who are working less than full time at a job and wanting to work more.

G3 Offenders

Persons who are committed to or on release-status from a correctional institution.

H. Geographic-transportation isolated

Persons who have severely restricted access to transportation resources and/or who have cultural traditions against modern or innovative technology that inhibit personal and occupational mobility.

H1 Rural isolation

Persons in sparsely settled areas inadequately served by highways or public transportation, and with a tradition of self-reliance and subsistence existence in a non-cash economy with little access to cultural opportunities.

H2 Urban isolation

Persons in heavily populated areas whose mobility is restricted by social pressures of personal fears and/or who are inadequately served by public transportation within their ability to pay.

I. Other cause-characteristics (specify)

CLASSIFICATION SYSTEM FOR THE HANDICAPPED

The classification system for the handicapped is designed to include all persons with a physical or mental handicap who cannot or are not succeeding in a regular vocational education program. In order to assist an individual to succeed, one or more of the allowable special services should be provided to maximize the likelihood of his successful completion of a vocational program.

To be eligible for special vocational programs, program modifications, and related services under the 10 percent set-aside funds for the handicapped, an individual should fulfill the following conditions:

* He meets the criteria for classification as handicapped which have been established by the State Educational Agency for the categories included in the definition in the Vocational Education Amendments of 1968.

* He is diagnosed and classified by qualified professional persons.

* He is unable, because of his handicapping condition, to succeed in vocational programs designed for persons without such handicaps.

The categories of handicaps have been selected for ease of identification and classification by the classroom teacher. The numbers assigned to each category may be used for reporting information to local and State administrators. Such information is essential for planning and evaluating the effectiveness of vocational education programs and supportive services provided for the handicapped. The statements following each category are provided as examples of the types of handicaps in that category.

1.0 Mentally retarded

Individuals are considered to be mentally retarded when their rate of intellectual development is significantly less than the normal rate and their potential for academic achievement is estimated to be markedly less than that expected of persons with a normal rate of intellectual development.

Criteria for inclusion in these categories require professional diagnosis in which conditions, such as hearing loss, visual handicaps, emotional handicaps, learning disabilities, language handicaps, social and cultural deprivation, are ruled out as the primary cause of lack of ability to succeed.

1.1 Educable retarded

Individuals in this group have a rate of intellectual development which is approximately 45 to 75 percent of normal. They can be expected to achieve maximally at the sixth grade level in academic work. However, they can be educated and trained to enter the world of work in positions which formerly may have been considered beyond their capabilities.

The rate of intellectual development, and other criteria for inclusion in this category, must be that which is specified by State regulations.

1.2 Trainable retarded

Individuals in this group have a rate of intellectual development approximately 25 to 50 percent of normal and respond more slowly to education and training than do the Educable Retarded. Many can be trained for jobs which require single skills and in which adequate supervision is provided.

The rate of intellectual development, and other criteria for inclusion in this category, must be that which is specified by State regulations.

2.0 Learning disability

Individuals with this handicap exhibit a disorder in one or more basic psychological processes involved in understanding or using spoken or written language. These processes may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or simple computing. The term includes conditions which have been referred to as perceptual handicaps, brain injury, minimal brain disfunction, dyslexia, development asphasia, etc. This category does not include learning problems which are primarily because of visual, hearing, or motor handicaps, mental retardation, emotional disturbances, or environmental disadvantages.

3.0 Seriously emotionally disturbed

Individuals with this handicap suffer from psychiatric disturbances which limit their ability to govern their own behavior. These disturbances are of such a nature and severity as to require one or more special educational or other type of services.

4.0 Orthopedically handicapped (crippled)

These individuals have a limited ability in self-mobility, sitting in a classroom, and/or using materials or equipment for learning because of muscular, skeletal, or neuro-muscular impairment.

5.0 Visually handicapped

These individuals are severely limited in their ability to see. State laws and regulations establish the criteria for diagnosis and classifications of visual disabilities.

5.1 Partially sighted

Using the criteria specified by the State, include in this group those individuals whose vision is limited even with correction to the extent that modifications must be made in program, equipment, materials, and/or facilities if they are to be able to succeed in the vocational program.

5.2 Blind

State laws define legal blindness. The extent of the visual disability is severe. Usually, the visual handicap is such that the individuals must depend, to a large extent, on his senses of touch and hearing rather than on his sense of sight.

6.0 Hearing impaired

Individuals in this group have a sense of hearing that is inadequate for success in the learning situation. State laws and regulations establish the criteria for diagnosis and classification of hearing disabilities.

6.1 Hard of hearing

Individual can hear and understand speech, but with difficulty. The speech must be loud and the individual must use a hearing aid, or lip reading along with a hearing aid, to supplement his own hearing.

6.2 Deaf

Even with the amplification of sound provided with a hearing aid, the individual is unable to hear and recognize all speech sounds.

7.0 Speech impaired

These individuals have speech patterns that differ from the normal to an extent which is noticeable. Some speech disorders are articulatory, vocal, stuttering, delayed speech, and speech disorders associated with cleft palate, hearing impairment, or cerebral palsy.

8.0 Other health impaired

This group of individuals have limited strength, vitality, and alertness because of chronic health problems such as heart conditions, tuberculosis, rheumatic fever, nephritis, infectious hepatitis, infectious mononucleosis, asthma, hemophilia, epilepsy, lukemia, diabetes, and other illnesses.

9.0 Multi-handicapped

Individuals in this group have a combination of handicapping conditions, each of which must be considered in planning programs or program modification.

July 10, 1974

Wisconsin Board of Vocational, Technical and Adult Education
4802 Sheboygan Avenue, 7th Floor
Madison, Wisconsin 53702

Vocational Education Amendments, P.L. 90-576
FY 1974-75

PART B - Disadvantaged
and
Persons with Special Needs

PROJECT NUMBER	STAFF ASSIGNED	PROJECT TITLE	COMMENTS
01-001-151-135	L. Celley	Mobile Learning Resources Unit	Provides a delivery system for pre-vocational and vocational guidance and training that will reach persons in rural areas and communities who otherwise do not have access to these services.
01-010-151-135	R. Johnson A. Orellana	Study Skills Lab. for Improving Reading and Study Skills for Disadvantaged Students	Emphasizes development of reading comprehension and rate as a tool for academic and occupational success.
01-012-151-135	R. Johnson	Science Learning Skills Center for Disadvantaged Students	Special assistance and individualized instruction for potential dropouts who have been identified as having difficulties in the regular class.
01-017-151-135	L. Celley	Special Assistance for the Disadvantaged Student	Provides special assistance to potential dropouts. Emphasis is on counseling and assessment.
02-021-151-135	A. Orellana R. Johnson	Learning Center for the Disadvantaged	Establishes a "walk-in" center where students may come at any hour of the day and receive help from qualified teachers, tutors or paraprofessionals in language and computational skills.
02-025-151-135	C. Nickel	Child Day Care Training for the Disadvantaged	Child care training for providers of in-home and family day care. For AFDC and low-income persons.
02-036-151-135	C. Fontaine	Agri-Development	Outreach program to provide remedial instruction and to help the Disadvantaged farmer to enter and proceed in the regular Agricultural training program.

03-020-151-135 V. Swenson	Open Laboratory (Bus. Ed.) for the Disadv. and Handicapped	Provides additional educational and tutorial help to students with need.
03-023-151-135 L. Celley	Identification Counseling, and Education for the Disadvantaged	Identifies Disadvantaged persons and provides additional assessment, counseling, education, and job placement services.
03-029-151-135 H. Scheve	Home Management Assistant	Provides specialized in-depth information and training to students who are seeking a career in household and related occupations in nursing homes, private homes, hospitals, caring for elderly children or family.
03-031-151-135 R. Johnson A. Orellana	Learning Center for Academically Deficient Students	Dropout prevention program for vocational and technical students deficient in mathematics and reading.
04-030-151-135 V. Swenson	Development and Remedial Program for Disadvantaged Students in Business Programs	Provides basic and remedial technical skills to assist Disadvantaged students to succeed in regular business and marketing.
04-031-151-135 L. Celley	Coordination of Recruiting and Career Awareness, Recruitment and Counseling of Disadv. Students.	Provides additional assistance for Disadvantaged persons to enter and complete training.
04-033-151-135 R. Johnson	Occupational Remedial Summer Program	Prepares educationally disadvantaged persons to enhance their potential for work or further training towards future employment.
04-034-151-135 H. Sahakian	Special Skills Center Training Program	Provides a summer session Skill Center for training dropouts in cooperation with agencies for referral and job placement.
04-038-151-135 R. Johnson A. Orellana	Instructional Learning Center for Students with Inadequate Skills for Occupational Programs	Provides additonal instruction and tutoring for Disadvantaged students so that they may successfully complete an occupational training program.
04-041-151-135 C. Fontaine	Building Rural Agriculture	Outreach program to provide remedial instruction and to help the disadvantaged farmer to enter and proceed in the regular agriculture training program.

05-301-151-135 S. Munson	Project Focus - Outreach and Training Program (Beloit Improvement Coalition)	Provides recruitment, training and placement services for minority people for apprenticeable occupations, trades, and crafts.
05-306-151-135 L. Celley	New Careers Counseling Service	Provides individual assessment, counseling and development of individualized program of education, special services, and employment.
05-307-151-135 R. Johnson	Summer Pre-Technical Training Program	Provides attitudinal adjustments, basic education, and occupational experience in compatible technical and pre-technical program areas.
05-308-151-135 R. Johnson A. Orellana	Career Action Learning Laboratory for Disadvantaged	Provides special tutoring and individualized instruction to students having learning difficulties and to unemployed and underemployed persons who need special educational development in order to obtain, maintain, or advance on a job.
05-314-151-135 V. Swenson	Development and Remedial ial Program for Disadvantaged Students in Business Programs	Identifies students who are having difficulties in the regular business-education programs and provides then with extra laboratory time and remedial instruction for office occupation skills.
05-315-151-135 A. Orellana R. Johnson	Pre-Vocational Training Program	Mobile unit equipped with individualized automated instruction in remedial education career guidance, small engine, and blueprint reading Provides vocational education opportunities on an outreach basis.
05-317-151-135 V. Swenson A. Orellana	Samll Business Management Development Program for Minorities	Provides business education classes and workshops to persons identified through minority agencies for the establishment of small businesses and concurrent job opportunities.
05-319-151-135 H. Scheve	Home Economics Occupations Training for Disadvantaged.	To develop entry-level skills in the food services and housekeeping industries.
05-320-151-915 L. Celley	Occupational Exploraarion and Career Choice	Provides vocational counseling and guidance to the inmates of the Rock County Jail.
06-018-151-135 L. Celley	Recruiter Counselor for the Disadvantaged	Outreach recruiting and counseling to serve disadvantaged minorities.

06-020-151-135 A. Orellana R. Johnson	Opportunity Center	Provides individualized help in remedial education to disadvantaged individuals applying for admission, as well as for enrolled students.
06-062-151-135 A. Orellana R. Johnson	Pre-Vocational Learning for the Disadvantaged (Racine)	Provides pre-vocational training through an outreach center. Provides remedial education, orientation to and exploration of world of work, career and vocational counseling, and assistance in job placement.
06-066-151-135 S. Munson	Recruitment and Apprentice Preparation of Disadvantaged for Industrial and Construction Trades (Racine - Urban League)	Provides services of recruitment and apprenticeships preparation for the indenture of youth who aspire to enter industrial construction trades.
06-067-151-915 R. Westby	Study Release for Correctional Institution Students	Provides vocational training opportunities to inmates of the Wisconsin Correctional Camp. System.
06-136-151-135 H. Scheve	Women's Bureau	Provides vocational information and counseling to serve the needs of women to broaden this opportunities for employment.
08-007-151-135 R. Johnson A. Orellana	Writing Laboratory for Academically Disadvantaged Students	Provides a laboratory where potential dropouts can receive special attention and instruction to overcome writing deficiencies.
08-008-151-135 A. Orellana	Pre-Vocational Pre-Employment Project - (United Migrant Opportunity Services)	Provides job sampling, job orientation, and counseling to prepare disadvantaged Spanish Speaking to enter vocational or on-the-job training.
08-015-151-135 L. Celley	Project Retrieval	Provides group and individual counseling, assessment, and a "behavioral contract" technique to follow through on plans of actions which would help probationary disadvantaged students to succeed.
09-013-151-915 B. McConnell	Urban League Commando Project I for Disadvantaged Parolees and Hard Core Disadvantaged.	Provides assistance with school adjustment, student recruitment, community relations with disadvantaged parolees over age 18. Utilizes services of disadvantaged persons.
09-014-151-135 B. McConnell	Tutoring Program for Educationally Disadvantaged in Vocational Technical Programs	Utilizes a Tutorial Corps which encourages Disadvantaged persons to enter and achieve success in their education and training.

09-015-151-135 R. Johnson A. Orellana	"Cross Over" Special Pre-Vocational and Technical Exploratory Program for High Risk Disadvantaged from Inner Core	A pre-vocational program designed to raise the achievement levels of students who expect to enter the regular programs in post-high school vocational or technical areas.
09-018-151-915 S. Munson	Recruitment and Apprenticeship Preparation for the Disadvantaged for construction trades. (Milwaukee Urban League)	Provides services of recruitment and apprenticeship preparation for indenture for youth who aspire to enter construction enter construction trades
09-019-151-915 S. Munson	Recruitment and Apprenticehsip Preparation for the Disadvantaged for the Industrial Trades (Milwaukee Urban League)	Provides services of recruitment and apprenticeships preparation for indenture of youth who aspire to enter construction trades.
09-021-151-915 A. Orellana	Proposal for Prevocational Program (UMOS)	Provides pre-vocational education to assist Latinos in successfully entering, completing, and/or competing in vocational training programs or gainful employment.
09-022-151-135 A. Orellana	Neighborhood Recruiters for Vocational Education Opportunities Among People Living in Disadvantaged Areas	Outreach to contact and recruit Disadvantaged persons into vocational education. Disadvantaged persons serve as recruiters.
09-024-151-135 A. Orellana	Vocational Recruitment Counseling Project for the Spanish Speaking community	Outreach recruitment counseling service to assist Spanish Speaking adults in securing prevocational and vocational training.
09-025-151-915 A. Orellana	Vocational Training (Council for Spanish-Speaking)	Provides job exploration, orientation and preparation. Recruits Latinos for pre-vocational and vocational training programs.
09-026-151-135 A. Potthast	T. V. Workshop for Disadvantaged Youths as Pre-Vocational Training	Provides a new career opportunity for persons of the Black Community, offers training in T. V. production and career information.
09-027-151-135 B. McConnell A. Orellana	Development of Vocational Education Services for Disadvantaged American Indians	Provides an American Indian outreach liaison-recruiter-counselor in order to make vocational education more accessible to the Indian community.

09-031-151-915 A. Orellana	Cooperation Latina Vocational Outreach Program	Provides career and world-of-work exploration and orientation, and referral to vocational training programs to isolated community of Latinos.
09-033-151-135 R. Johnson	Audio-Tutorial Speech	Provides special services to help disadvantaged students resolve speech difficulties.
09-037-151-135 V. Swenson	Business Division Open Lab. for the Disadvantaged	Serves disadvantaged students who need more lab. time and tutorial help to complete their courses.
09-046-151-135 V. Swenson	Learning Center (Bus. Ed.) for Job Re-Entry for Disadvantaged	Development of a Center to provide flexible, individualized instructional units and learning packets not available commercially to assist disadvantaged persons to explore office occupations and prepare for job entry or re-entry.
09-053-151-915 09-017-151-915 V. Swenson	Employability Through Vocational Training (OIC-Milwaukee)	Provides remedial education and intensive guidance and vocational training to students who are potential dropouts.
09-057-151-135 R. Johnson	Speech Therapy Clinic to Improve the Verbal Skills of Socio-educationally Disadvantaged Students enrolled in Pre-Vocational and Vocational Areas.	Provides special help to overcome speech difficulties, to develop self confidence, and to succeed in training programs.
09-065-151-135 V. Swenson	Individualized Tutorial Instruction for Disadvantaged in Office Occupational Skills	Provides individualized instructional units which would allow the instructor to give the disadvantaged student needed immediate attention and constant encouragement on a one-to-one basis.
09-073-151-815 A. Orellana V. Swenson	Special Vocational and Technical Programs to Meet Needs of Spanish-Americans	Provides vocational training to meet the expressed needs of the Spanish-speaking minority community.
09-074-151-915 H. Klintworth A. Orellana	Special Vocational and Technical Programs in Automotive Servicing and Related Courses for Spanish-Speaking Young Adults	Prepares Spanish-speaking young adults for automotive trade.

10-006-151-135 L. Celley	Multi-Occupational Career Development-Disadvantaged	Inter-agency cooperative effort "Employability Development Team" which delivers a full-range of special services including intake, orientation, counseling, needs identification, training job placement and follow-up.
10-009-151-915 L. Celley	Vocational Training and Counseling (Wis. State Prison-Waupun)	Provides for a vocational training program in Machine tool operation, and vocational and educational counseling.
10-036-151-135 V. Swenson A. Orellana	Instruction in Merchandising at the Wisconsin Correctional Institution (Fox Lake)	Provides for a Vocational Training program in merchandising to enhance the inmates chances for successful employment upon his release.
10-037-151-135 H. Scheve	Certificate Level Program in Cosmetology and Remedial Education (Wis. Home for Women-Taycheedah).	Provides a vocational training opportunity in Cosmetology for confined women inmates.
10-052-151-135 A. Orellana	Model Project for Cooperative Programming for Inmates at the Fox Lake Correctional Institution	Provides needed coordination between the Moraine Park Vocational, Technical and Adult Education District and Fox Lake Correctional Institution so that inmates will receive education and training which can be easily transferred from the Correctional Institution to a vocational technical school thereby giving the inmate recognition for his educational achievements, a positive attitude for continuing his education, contributing to his successful transition to community-based living.
10-062-151-135 A. Orellana	Placement and Follow-Up Specialist for Inmates in Vocational Training Programs at Wis. Correctional Institution-Fox Lake	Provides comprehensive placement and follow-up in cooperation with all appropriate public and private agencies in order to feed-back information to the persons responsible for developing, maintaining, evaluating and approving programs.
10-064-151-135 A. Orellana	Mobile Unit Instructional Services For the Disadvantaged	To provide District-wide on-site pre-vocational instruction, vocational evaluation and job counseling services on a one-to-one or small group basis to Disadvantaged and Handicapped residents who are presently unable to utilize existing District educational facilities.

11-003-151-135 R. Johnson A. Orellana	Guided Studies	Provides additional help and remedial assistance to persons who are having difficulty in regular programs or who need assistance to enter their chosen field of study.
11-004-151-135 H. Scheve	Janitorial Maintenance, Motel/Hotel Housekeeping training.	Provides an opportunity for training and job placement in an occupational area suited to the interest and abilities of persons with special needs.
12-142-151-135 A. Orellana R. Johnson	"Each One Teach One" A Student Tutorial Program for Academically Disadvantaged	Provides tutorial assistance to academically disadvantaged persons.
12-152-151-135 A. Orellana	Outreach for Recruitment and Orientation of Disadvantaged for Vocational Training (Neenah - Menasha - Appleton)	Provides outreach vocational education counseling, orientation, and exploration of carreer opportunities to alienated persons.
12-154-151-135 V. Swenson	Clerical Program for Disadvantaged (Appleton)	Provides individualized instruction intensive pre-service, in-service, and post-service consultation, and consistent evaluation.
12-155-151-135 V. Swenson	Clerical Programs for Disadvantaged (Oshkosh)	Provides individualized instruction intensive pre-service, in-service, and post-service consultation, and consistent evaluation.
12-156-151-135 A. Orellana	Outreach Recruitment and Vocational Training for Minority Groups - Occupational Training	Outreach of services which include vocational guidance and counseling, basic skill, and open-ended occupational training.
12-158-151-135 R. Johnson A. Orellana	Pre-Vocational - Technical Education	Provides services to identify and recruit the Disadvantaged, provides orientation, counseling, tutoring, and working to encourage the person to complete his training and become employed. Provides individualized remedial education to prevent students from dropping out of the regular program.
12-172-151-135 V. Swenson	Business Education Laboratory for Disadvantaged	Provides an open laboratory where students who are experiencing difficulties in Business Education subjects will receive tutorial and counseling services as needed.

12-183-151-135 H. Scheve A. Orellana	Food Service Training for the Disadvantaged and Minority	Provides food service career information and job orientation, basic education, student assessment, and motivation for job entry and advancement.
13-002-151-135 L. Celley	Adult Evaluation Counseling Seminar	Provides pre-vocational orientation to Disadvantaged persons with special needs. Provides individualized counseling sessions.
13-003-151-135 A. Orellana	Cooperative Vocational Education Programming - Phase I (Wisconsin State Reformatory - Green Bay)	Provides coordination between the Northeast Wisconsin Vocational, Technical and Adult Education District and Wisconsin Correctional Institution - Green Bay Reformatory so that inmates will receive education and training which can be easily transferred from the Correctional Institution to a vocational-technical school thereby giving the inmate recognition for his educational achievements, a positive attitude for continuing his education, contributing to his successful transition to community-based living.
13-004-151-135 L. Celley	Coordinated Services for Disadvantaged	Provides special counseling, vocational exploration and tutorial services.
14-018-151-135 L. Celley	Pre-employment training for the Disadvantaged	Designed to help unemployed and under-employed cope with problems encountered in their search for employment.
15-042-151-135 V. Swenson	Open-Ended Clerical Program for Welfare Recipients	Provides an opportunity for the student to enroll when he is able to and give attention to his individual training and skill needs.
15-062-151-135 C. Fontaine	Building Rural Agriculture	Outreach program to provide remedial instruction and to help the Disadvantaged farmer to enter and proceed in the regular agriculture training program.
15-063-151-135 A. Orellana	Pre-Vocational Vocational and Career Education for Menomonee Indians	Provides career awareness, career orientation, career exploration, pre-vocational education and placement opportunities into career-preparation programs.

16-033-151-135 R. Johnson A. Orellana	Recruitment and Training of Urban and Rural Disadvantaged Persons	Identifies Disadvantaged persons, provides remedial education individualized guidance, counseling, diagnostic services, special instruction and tutoring.
16-040-151-135 H. Klintworth A. Orellana	Provide Vocational Training for Correctional Institution Inmates	Provides vocational training in woodwork to the inmates at State Camp, Lake Tomahawk.
16-045-151-915 S. Munson A. Orellana	Provide Vocational Training Related to Building Materials and Home Improvement Skills for Persons With Special Needs - Lake Superior Band of Chippewa Indians.	Outreach learning experiences related to building materials and home improvement skills as requested by the representatives of the Native Americans located in the Lac du Flambeau area.
16-047-151-915 V. Swenson	Outreach Office Education Exploration and Training for Native Americans	Outreach exploratory learning experience related to bookkeeping, typing, filing, business machines and other office occupations as requested by the representatives of the Native Americans located in the area.
17-004-151-135 L. Celley	Outreach Vocational Counseling and Related Services for the Disadvantaged	Provides vocational guidance and counseling, aptitude and ability diagnosis, job placement and other services on an outreach basis.
17-005-151-135 A. Orellana	Devleopment Skills for Educationally Disadvantaged	Serves undereducated and academically disadvantaged adults through an open-school facility with alternated routes of learning. Provides pre-vocational education, basic skills, tutorial and small-group help, and a delivery system to accomodate special needs.
17-007-151-135 S. Munson A. Orellana	Vocational Training in the Home Improvement Occupations from = Persons-With-Special Needs of the Northern Wisconsin Indians	Provides the necessary training by means of a mobile classroom-shop unit located on the Indian Reservation. Training is for the development of occupational skills associated with home improvement using a team-teaching approach.
17-009-151-135 C. Schloemer	Vocational Education Opportunities for the Rural Student	Provides Disadvantaged rural persons with vocational education opportunities in Health Occupations and other vocational areas, (Mobile)

17-012-151-915 A. Orellana	Outreach Vocational and Career Education With Increased Cultural Avareness for Indians in Northern Wisconsin	To expose and explore world of work provide vocational counseling and referral system to vocational education and job opportunities, to motivate through Indian cultural awareness, and inter-agency cooperation.
17-018-151-915 A. Orellana	Outreach Inter-County Pre-Vocational and Vocational Classroom Vehickle for Educationally Disadvantaged in Northwestern Wisconsin	Provides outreach pre-vocational and vocational education and training to serve isolated groups and individuals who other wise would not be served.
17-022-151-135 C. Nickel	Child Day Care Training for the Disadvantaged	Child-care training for providers of in-home and family day care for AFDC and low-income persons.
17-026-151-135 H. Scheve	Pottery Skill Development as an Authentic Indian Craft of the Red Cliff and Bad River Reservation	Provides Indians of Red Cliff and Bad River Reservation areas with instruction in authentic Indian pottery craft skills with the potential for producing saleable items of an authentic Indian nature.
17-027-151-915 A. Orellana	Indian Pre-Vocational and Vocational Learning Center for Disadvantaged of the Ashland, Bad River and Red Cliff Communities.	Provides individualized pre-vocational and basic vocational education on reservations employing Native American Indian para-professional recruiters and teachers aids.
17-029-151-915 A. Potthast	Inmate Pre-Release Vocational Skill	Provides instruction in welding to pre-release inmates at Camp Gordon correctional institution. Utilizes a mobile facility.
17-702-151-135 V. Swenson	Small Business Management for Indians	Provides small business training for Indians to establish business which will encourage self employment and increase their ability to become self-sufficient.
17-704-151-135 A. Orellana	Vocational and Adult Education for Big Sand Lake Community Center (Native American Indians)	Outreach to the Big Sand Lake Reservation to provide cottage-craft industries and vocational trades and business skills with an emphasis on the region's employment opportunities.

Wisconsin Board of Vocational, Technical and Adult Education
4802 Sheboygan Avenue, 7th Floor
Madison, Wisconsin 53702

Vocational Education Amendments
FY 1974-75

PART B - HANDICAPPED

PROJECT NUMBER	STAFF ASSIGNED	PROJECT TITLE	COMMENTS
01-002-151-145	V. Swenson	Special Project in Accounting for Handicapped Students	Provides special and remedial instruction utilizing special equipment and instructional packages for students with learning problems in the accounting program.
01-003-151-145	A. Orellana	Supplementary Services and Guided Instruction for Graduates of High School Special Education Programs	Offers a modified vocational education program with tutorial service for educable mentally retarded persons in cooperation with supervisors of special education secondary education.
02-034-151-145	H. Scheve	Providing Special Supportive Services for Handicapped Students in Vocational Education.	Provides special counseling, tutoring and job placement services to handicapped students who are enrolled in regular vocational education programs.
03-022-151-145	A. Orellana	Regional Outreach Vocational Education and Recruitment for the Handicapped	Motorized facility provides outreach vocational diagnostic services, recruitment, and counseling needed by handicapped persons in order to enter and complete a training program and secure employment.
03-027-151-145	H. Scheve	Vocational Opportunity Program	Modified training for Mentally Retarded or Crippled persons for employment in homes.
04-039-151-145	H. Scheve	Food Preparation and Services (for Handicapped Individuals)	A Special Program to accomodate the training needs of seriously handicapped students.
04-040-151-145	V. Swenson	Marketing - Individual Instruction for Handicapped - Underpriveleged Students	Provides individualized instruction in marketing occupations for persons who need special learning experience which lead to gainful employment.
05-304-151-145	A. Potthast R. Johnson	Job Training for Visually Handicapped-Piano Tuning, Service and Repair	Provides an open-ended training program in the area of piano tuning, service and repair.
05-312-151-145	A. Potthast	Job Training for Handicapped (Blind & Deaf) - Massage-Therapy Aide	An open-ended special training program designed to provide the handicapped (blind-visually impaired or deaf-hearing impaired) adult

		with the necessary skills to be employable in the area of massage-therapy.
05-316-151-145 H. Scheve V. Swenson	Improved & Expanded Employability Opportunities for the Handicapped	Provides job knowledge and skills for handicapped adults in order to expand and improve their vocational opportunities and to assist them in securing a job upon completion of training. Will also provide follow-up on-the-job counseling and information and counseling related to family life to improve chances for success.
06-014-151-145 R. Johnson A. Orellana V. Swenson H. Scheve	Handicapped (Kenosha Achievement Center)	Provides pre-vocational domestic occupational skills, welding, and clerical skills training.
06-088-151-145 A. Orellana	Work Evaluation for the Handicapped	Provides realistic vocational interest and aptitude evaluations in order to identify needed remedial work, to utilize the strengths and interests of the student, and to place him in appropriate vocational training programs or on the job training opportunities or employment.
06-089-151-145 A. Orellana	Employment Orientation Walworth County	Provides vocational skills training with pre-vocational basic skills and job orientation so that Handicapped persons will become employed.
06-095-151-145 A. Orellana	Employment Orientation Southern Colony	Provides coping skills, occupational orientation and job skills for job employment for educable and trainable retarded.
06-142-151-145 L. Celley	Psycho Educational Clinic For Learning Disabled Students	To identify and generate teaching/learning modes that can accomodate persons with specific disabilities.
08-017-151-145 R. Westby	Pilot Project to Train the Handicapped for Gainful Employment: Machine Operator and Shipping/Receiving Clerk	Provides specific job training for Handicapped individuals for gainful employment.
08-018-151-145 R. Johnson	Communication Assistance for the Deaf, Hard of Hearing and the Non-Deaf Family Members and Associates of the Deaf	Provides an initiation of services to the deaf and hearing impaired by meeting the most basic need of the deaf--communication.

09-016-151-145 L. Celley A. Orellana	Individualized Counselor-Teaching for Adults with Learning Difficulties	Provides individualized counselor-instructor services to potential drop-outs.
09-023-151-145 A. Orellana	Basic Job Skills and Basic Education for Adult Educable Mentally Retarded	Provides a specialized and individual form of instruction in basic education job orientation and employment skill to enhance the EMR students employability.
09-029-151-145 A. Orellana	Basic Job Skills - Basic Education for Adult Deaf and Severe Hard of Hearing	Provides specialized and individualized instruction in basic education job orientation, communication, personal and employment skills for the adult trainable meantall retarded to be able to seek employment and stay on the job successfully.
09-035-151-145 A. Orellana	Basic Job Skills - Basic Education for trainable mentally retarded	Provides specialized and individualized instruction in job oreintation and and employment skills for the adult deaf and severe hard of hearing to obtain and retain gainful employment.
09-038-151-145 A. Orellana	Maintenance Service Training (Jewish Voc. Service)	Provides training in building and maintenance services through work experience, counseling and job adjustment.
09-040-151-145 H. Scheve	Food Service and Cook Training Program (Jewish Voc. Service)	Provides work adjustment, work habits and attitudes to a population referred by the courts and probation departments, Serves mentally retarded. Provides opportunities for persons to enter the cook-chef apprentice programs through individual instruction, orientation continuous assessment of work stations, and promotions of new work stations.
09-042-151-145 R. Johnson	Language of Signs and Lip Reading Communication	Provides deaf adults and adults with hearing impairments and opportunity to improve communications.
09-064-151-145 V. Swenson	Key Punch Training for the Deaf and Hard of Hearing (Cudahy)	Provides an occupational skill with immediate job placement opportunities.

10-047-151-145 V. Swenson	Multi-Occupational Career Development	Provides work experience in various occupational areas in order to help students adjust to work and eventually become employed as regular employees.
10-048-151-145 H. Scheve	Orientation of Institutionally Disturbed Persons to Enter World of Work Through Vocational Education	Provides orientation to the world of work and training in home-service occupations to patients at county hospitals in order to enhance their transition from patients to wage earners and members of the community.
10-053-151-145 A. Potthast A. Orellana	Custodial Services Program (Fox Lake Correctional Inst.)	Provides skills, related training, work experience, and job placement opportunities in building custodial and janitorial service occupations to EMR inmates of the correctional institution at Fox Lake.
11-005-151-145 R. Johnson	Hearing Impaired - Sign Language, Lip Reading	To improve individuals ability to communicate on the job. Provides opportunity to develop ability to receive and understand verbal communcations.
11-019-151-145 A. Orellana	Orientation to the World of Work	Provides students with an orientation to the job, the community, and survival skills. Emphasis is on the person who has just returned or is in an adjustment program to return to community life.
11-021-151-145 A. Orellana	Vocational Assessment	Provides meaningful vocational interest and aptitude evaluations in order to identify needed remedial work; to utilize the strengths and interests of the student, and to place him in appropriate vocational training programs.

12-153-151-145 L. Celley A. Orellana	Educational Opportunities for the Handicapped	Identifies handicapped persons, provides vocational orientation, counseling, diagnostic services, remedial education and special education services.
12-159-151-145 L. Celley	Recruitment, Work Evaluation and Training of the Handicapped	Provides recruiting, evaluating interest and work potential, and specific individualized training.
13-001-151-145 A. Orellana	Occupational Training and Placement Services for the Brown County Mental Health Center	Provides vocational training and job placement opportunities for inmates of Brown County Health Center.
13-005-151-145 A. Orellana	Career Related Basic Education for the Handicapped	Provides career-related educational training to allow persons to over-come educational deficits in order to reach vocational potential.
14-028-151-145 L. Celley	Locating, Recruiting, and Coaching Services for the Handicapped	To locate, recruit, and coach the handicapped so that they may benefit from vocational education. Utilizes two recruiter-coaches, one of whom is an American Indian to relate to the Indian population.
14-029-151-145 L. Celley	Vocational Education Evaluation and Assessment Services for the Handicapped	Provides effective and efficient vocational evaluation so that the Handicapped may enter vocational training programs compatible with their abilities, aptitudes and interests.
14-030-151-145 L. Celley	Psychological Assistance for the Vocational Education of Handicapped Students	Provides psychological services so that handicapped individuals can make maximum use of vocational education/training opportunities. Includes identifying the handicapped, administering psychological instruments, in-service training to the teachers and administrative staffs.

15-038-151-145 A. Orellana	Pre-Vocational and Vocational Education Services for the Visually Impaired	Provides pre-vocational education (evaluation, mobility and orientation instruction work adjustment services) and vocational education through existing community facilities leading to suitable employment for the visually impaired.
15-050-151-145 A. Orellana	Pre-Vocational and Vocational Services to the Hearing-Impaired Adult	To provide hearing-impaired adults with pre-vocational, vocational, technical and specialized services resulting in preparation of the HIA to gain, maintain or change employment, thus assuming a self-determining independent adult role.
15-070-151-145 L. Celley	Regional Outreach Recruitment and Assessment Program for the Handicapped in Vocational Education	Provides diagnostic services to Handicapped area residents who because of present circumstances are not able to utilize existing vocational, technical and adult education district facilities.
15-071-151-145 A. Orellana	State Center for Preparation of Braille Vocational Training Materials for the Blind	Provides computer hardware capabilities to produce and reproduce braille vocational education materials.
17-002-151-145 A. Orellana	Pre-Vocational and Vocational Learning for the Handicapped	Provides pre-vocational and basic vocational learning center at the Wisconsin Indianhead VTAE Campus and extended within the St. Croix and Douglas County Hospital so that the students will be reached and served through his incarceration and re-entry into the community.
19-034-151-145 C. Zenor	Modifying Regular Programs for Handicapped	To identify and develop appropriate curricula, instructional or other necessary "modifications" required for the handicapped to enable them to succeed in regular programs of vocational and technical education.

the state legislature has given us to serve people and so forth with progressive state legislation, and if we'll maintain our interagency cooperation we can find the people that need to be served. Sure it would help in statistical follow-up and that sort of thing to find out some of the linkages that have been developed. I agree with you, and it certainly would be beneficial, but I think we can overcome it.

Q: These are the things that a council such as this are searching out.

A: Right. I know the council's concern and recommendations but I think we can work in spite of that.

Q: Merle, what do you see as implications for vocational education at the secondary level which you are working?

A: Well, I think that we had better get ready as rapidly as we can for the people that will be coming to us in the secondary system through their special education programs. I think the implications are great, and we must be ready for those handicapped persons and the practice we're getting here with the Vocational Education Amendments of 1968 is certainly helping. But we have got to be ready. In order to get ready I'm talking about facilities. I'm talking about staff. I'm talking about the training of staff to relate to the special education needs of the handicapped. I'm talking about state staff person who understands the development programs and services for these individuals.

Q: Any need for changing the certification standards?

A: Probably. I'd have to research that one a little bit, but probably, yes. There will be some special types of people needed.

JAMES MUNRO, SUPERINTENDENT, BLOOMER PUBLIC SCHOOLS, BLOOMER, WISCONSIN

I thought perhaps my comments should relate to the picture as I see it in what would be described as a rural school system in the middle-sized category. We have around 550 youngsters in high school, in a small community located just north of town here, about 3,000 people in the community, and we probably service around 6,000 people in our school district. Just some figures to give you some ideas of the kinds of things that we've faced in the last couple of years, and I think we are probably very typical of the things that are happening in all school districts around. We've had just a slight overall enrollment increase in our school district probably close to 100 youngsters from 1964 when we became a common school district rather than a city school district. When the schools were forced into consolidation we had 457 students then, we now have 550 or 554. This would represent around a 20% increase in our enrollment. In the same period of time, we've gone from a vocational education or industrial arts curriculum that had 76 youngsters enrolled to a current enrollment in industrial arts of 548. This is a 600% increase in industrial arts. Some other figures that might interest you; we've had an increase in our agriculture enrollment from 85 youngsters in 1964 to 364 youngsters in 1974, an increase of 328%. We've also experienced these same kind of increases in our other curriculum involved in the vocational education. Business education in 1965 of 245 to a current enrollment of approximately 400 youngsters in our business education department. Home economics enrollment 1965 of 139 to a current enrollment of somewhere in the vicinity of 450 or 460. Right down the line, then, each one of our programs have grown almost faster than we can handle them. Part of the reason these figures are so familiar to me, I didn't research them particularly for you, at our annual meeting this summer we, like a good number of other school districts in the state, went to our people and said look we just can't handle them in our current facilities and we need some new facilities to take care of vocational education. I think, like many communities around the state, our district approved a $300,000 funding level or funding issue for increased vocational education facilities. I guess that I would have to say, maybe contrary to some of what you've been hearing from the public school people, is that I am strongly in favor of the local school district meeting their needs, their students needs as they see them. If it's a vocational need then I don't think that we can look directly to incentive kind of moneys for this kind of development. I think we have to be ready to meet those needs with our local funding. I can say that because maybe in our particular case our local funding compared with our regular state aid funding is at a level where the inventive kind of moneys that are available for capital purchase doesn't pay us to take those moneys in that we would lose money taking those moneys. So, it happens that we're in the 55% aid bracket and highest percent program that we have in terms of vocational funding is I think 44%. When you get all done figuring this out, we would lose a little money each time we bought a piece of equipment and asked for vocational funding on it. So, we don't use any of the vocational moneys for capital purchases. We do use them for extending contracts into summer, and I think the strength of many of our programs come about because of the instructor being available at times in the summer and, of course, we have a very strong agriculture program. We have two people working year round and, in the summer phase of that program, parts of their salaries are funded with this incentive money. So, I guess I don't want to say that I'm not in favor of higher levels of support. As a matter of fact, I think that if the levels of support got up high enough then we too could take advantage of them. With the new vocational addition that we are working on, we are very aware of the fact that the equipment that we would like to put into this addition as we get into it this coming year is going to have to be piecemeal, a little bit at a time because we just do not see how we can go out and get this kind of money and put the cost into the larger kinds of machines that are necessary for the machine shop and auto mechanics program. As you people probably well know, these are rather costly pieces of equipment and it's just going to have to come about a little piecemeal. So, I guess my message is that we are all under the gun so to speak from our local youngsters who need and want further vocational training. I think it's our responsibility to meet these needs. We have had an experience in this year and I'm sure that one of the speakers that will speak later this afternoon, our former LVEC, might dwell on that. We are in the process this year of sharing students. It's a one-way sharing because our students are coming to the Chippewa Falls School District, and well, we have eight students here in classes we do not offer at the high school level--electronics, graphics arts, and a Capstone kind of drafting course. I think, as we see, it these are areas which we will want to even further develop. We think that even though we are the smaller of the sharing schools in this particular case that we may have some things that they will want to get into in our school district in the future. So, these are the kinds of messages that I would bring to you.

Question: What would you think about funding if they had regular funding for all classes and then gave additional for vocational education over and above?

Answer: Well, that would be a big incentive. I understand that there's mention at the state level of changing the kind of thing that's proved disadvantageous to me in that, under the vocational funding plan they have now, once I get my 44% which is the top percentage I get back, it becomes a deductible receipt in my receipt columns and tends to reduce my state aids. Well, anytime you reach over the 50% level, then the reduction is more than you'd want. If they would even just allow us not to bring this back as deductible, this would be a very positive kind of thing. I think we are going to have some very severe problems in certain areas of certain areas of certification. We are currently involved in a health careers kind of program that it would be very, very difficult for us to actually have a certified teacher in that classroom. We are right now going through the vocational school and through a couple of other backdoors in order to have a certified person teaching that in the classroom. We think it's a great program. Students think it's a great program, but if we were to go out and try to hire a baccalaureate degree nurse with education background for a two-hour a day course, you'd have to be awfully lucky to have someone move into your community that would be able to do it. So, I would believe any kind of incentive that could be provided for increased finances would tend to help us meet this increased vocational need. The need is there. It's just a matter for how long we're going to do it. I think that without the increased finances we're going to go at it a little bit piecemeal. With increased finances we'll probably get there faster. But again, I think that each local school really has to recognize that this is something students are asking for and demanding and we have to be ready to meet it. I think it's going to take vocational additions and a good number of more communities than just ours. It becomes really obvious when you take a look at these kind of figures that I talk to you about in terms of percentages and then come to realize that we don't allow girls to enroll in our industrial arts curriculum because we don't have any spots, and we counsel like crazy to get them out. Well, we know we can't do that. You know, but this is the way it is.

Q: Do you think that's going to last very long?

A: Well, no. What I'm saying is everybody knows that that can't be done and yet we, and I'm sure there's a good number of other schools that are saying the same thing, we just don't have any space for you right now and give us some chance and we'll get it. That home economics curriculum figure that I gave you jumped up significantly one year. Well, why? Because suddenly our program got opened up to boys and boys were very interested in areas of home economics. We do have a Capstone program in foods for careers. And our agriculture program, of course, has had girls in it a long time. As a matter of fact our particular school is very, very active in the agriculture program and had the first state girls' officer and this type of thing in FFA. I don't go around carrying a banner that we don't allow girls in industrial arts but it just happens that there aren't any girls in our industrial arts program. It's pretty hard to believe that out of 554 enrollees that not one girl is interested, isn't it?

MARVIN G. LANSING, SUPERINTENDENT OF SCHOOLS, EAU CLAIRE AREA SCHOOLS, EAU CLAIRE, WISCONSIN

We are all well aware of the need for the public schools to serve society, as well as the individual. During the past few decades, we have witnessed significant changes in the way goods and services have been produced, distributed, and consumed in America. Most elements of our society have felt the impact of these changes, including the elementary and secondary schools. Even as recent as the 1940's, the "three R's" and college-preparatory secondary school programs were considered sufficient to meet the needs of our young people. This is certainly not so today. One of the most important needs of the adolescent, if he or she is to grow into adulthood properly, is to develop pre-vocational skills or prepare for post secondary education. Usually, if this need is met, other social, emotional, and intellectual needs are met simultaneously. The creative talents of students are quite often discovered and nurtured in the "hands-on" activity-oriented classes provided in the vocational programs. While vocational training used to be carried out exclusively in the homes, family businesses and farms, and in the community, changes in our way of life have required that, if vocational skills are to be taught at all, they will need to be taught in the schools. Recognizing this condition, the Federal Government passed the Vocational Education Act of 1963. Shortly after that, federal funds were made available to initiate vocational training programs in thirty-four selected high schools in the State of Wisconsin. Since that time, the Eau Claire Area Schools have accepted the challenge of implementing expanding vocational programs to high school students. High school vocational and pre-technical education programs are playing a key role in meeting the needs of more and more students. The Ohio Vocational Interest Survey profile (OVIS), during the past five years, has clearly shown a trend to the skill development types of programs. In contrast to this, fewer students are following the traditional college prep program. We cannot afford the personal and social consequences of the "educated unemployed" that are in our midst at this time. Department of Labor statistics indicate that less than fifteen percent of the careers in the 1970's require a college degree. One can easily see why young people are interested in vocational training. Furthermore, young people cannot wait until they are eighteen to learn what they are highly motivated to learn when they were fourteen. That is creative energy we can ill afford to waste. It seems quite clear, therefore, that if elementary and secondary education is to be meaningful to all students, as well as to prepare them for life, vocational and pre-technical programs must be an integral part of the curricular offerings. The following is a summary of the high school vocational and pre-technical education in the Eau Claire Area Schools:

1. High school vocational education began in Eau Claire in 1965 when both Eau Claire schools were selected along with thirty-two others in the state to pilot vocational training on the high school level.
2. From a beginning of five programs, high school vocational education has grown in Eau Claire to fifty-seven classes and twenty-one funded vocational and/or pre-technical training programs.
3. Annual follow-up studies have shown that over seventy percent of the graduate of these programs have either been successful in finding employment or have elected to pursue further training in the area of their high school program. Longitudinal information is not available, but it's likely that an even greater percent would be found in the area of their high school training if a five or ten-year study was conducted.
4. High school vocational education has helped to provide meaningful experiences to many students who might otherwise have been counted among our dropout rate. Documentation of this fact has been received from student surveys and interviews.

5. The spirit of vocational education and the realization by educators for recognizing the individual needs of students has resulted in widespread interest in K-12 career education on the state and national levels. Career education is not vocational education.

6. Following the successful evaluation of the three-year pilot program, high school vocational programs have been developed in many of the state's 437 school districts. Small schools have banned together to share facilities and costs in an effort to provide for the needs of the rural student. These emerging high school programs have forced post high school institutions to recognize the need for vertical articulation between the two levels. Encouraging progress has been made, and there is evidence of increased willingness to share ideas and, in some cases, facilities to further improve programs and articulation.

In summary, it needs to be clearly stated that Wisconsin's secondary schools have a legitimate and critical role to play in providing vocational and pre-technical education for the youth of this state; that the secondary schools are not, and should not, be in competition with the VTAE Districts for they have their own mission to accomplish. With proper leadership, both at the state and local leve's, and sufficient funding from the state, local secondary schools are the best suited for meeting the vocational training needs of those high school students. Furthermore, it is much more practical and feasible to deliver high school vocational programs in the local district than it is to concentrate them in a few VTAE Districts considerable distance from the students' homes. Significant progress has been made since 1965. Much is still to be done. The spirit is willing, but financial resources are lacking. In 1965, thrity-four pilo schools received thirty-five percent (35%) of the federal vocational education aid coming into the state. Today, with over four hundred school districts requiring these monies, only forty percent (40%) is going toward support of secondary school vocational programs. Needless to say, more federal and state funds are needed to provide appropriate vocational programs in our secondary schools. We trust that this Advisory Committee will do all it can to see that further progress is realized toward the goal of meeting the needs of the young people of this state. Thank you for the opportunity to offer these remarks.

DR. LANSING SUBMITTED THE FOLLOWING IN ADDITION TO HIS TESTIMONY.

A REPORT OF THE WISCONSIN ASSOCIATION OF SCHOOL DISTRICT ADMINISTRATORS' VOCATIONAL COMMITTEE

May 1, 1973

Committee Members:

Gaylord Unbehaun, Chairman
Joseph Pellegrin, Vice-Chairman
Ruel Falk
Vernon Martzke
Lyle Plagenz
Francis Peichel

Robert Ristau
Donald Schneider
Douglas Schroeder
Ervin Stankevitz
William Terrill

INTRODUCTION

The Wisconsin Association of School District Administrator's Vocational Committee was primarily concerned with vocational education, career education, vocational training for the handicapped, and special projects for educationally deprived children in public schools. The committee met on an average of once monthly during this past school year. The committee once again addressed itself to compulsory attendance. A recommendation concerning compulsory attendance is found in the report. Progress made concerning recommendations of past years was also evaluated.

The Vocational Committee saw new personnel added and only two holdovers were returned for the 1972-73 school year. However, it was believed, "what was lacking in experience was made up in enthusiasm and interest".

It is the committee's belief that if we are truly committed to aspects of vocational education, then vocational education must be available to all students, especially those students who have a difficult time surviving in society without basic skills or training. All students should have an equal right and opportunity to participate in some form of specialized vocational training, and if vocational programs in comprehensive high schools are to succeed, they must receive a high degree of support from the community, teachers and school administrators.

The successful implementation of vocational programs in comprehensive high schools depend largely on your leadership. The challenge is laid before every school administrator and board of education member in Wisconsin.

If schools of tomorrow are to fulfill their commitment to vocational education, they will look far differently from the typical college prep, general education school of today. There will be a blending of the community and resources of the community. Schools will reach beyond the confines of their walls and it will touch business institutions and industries in each locality.

The report of the 1972-73 WASDA Vocational Committee is given in the form of recommendations. We hope that the membership of the WASDA will find these recommendations practical, informative and futuristic.

Respectfully submitted,

WISCONSIN ASSOCIATION OF SCHOOL DISTRICT
ADMINISTRATOR'S VOCATIONAL COMMITTEE

Gaylord Unbehaun, Chairman
Joseph Pellegrin, Vice-Chairman
Ruel Falk
Vernon Martzke
Lyle Plagenz
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Recommendation Number One

Employment services for students and high school graduates should be established in the secondary schools of Wisconsin.

Explanation: Employment services provided in secondary schools of Wisconsin may come under the jurisdiction of the high school guidance department. These services would be coordinated with state and local employment agencies. School personnel would take an active role in providing employment information as well as placement to terminal high school students and those students who have matriculated through the high school program. It is now possible within the State of Wisconsin to have up to date information on a daily basis concerning employment vacancies throughout the state and the region. Placement of high school graduates and dropouts has become too important to allow their sole responsibility to an external school organization.

Recommendation Number Two

That categorical funds in state aids be provided to comprehensive secondary schools for the promotion and development of vocational courses within the high schools of Wisconsin.

Explanation: It is no longer realistic to assume that programmed development in vocational and technical education will develop at a rate required for secondary schools by local funding or general state aids. Therefore, it has become necessary for this committee's position to support categorical aids in order to promote adequate growth for vocational programs to meet the needs of Wisconsin's high school students. A coefficient of 1.8 could be established and attached to the general state aids formula for the support of vocational technical programs in secondary schools.

Recommendation Number Three

That articulation between comprehensive high schools and vocational technical and adult schools be increased.

Explanation: Within the past three years, remarkable improvement has been made towards cooperation and articulation between comprehensive high schools and vocational technical and adult schools. It is evident, however, that a few districts are reluctant to enlarge cooperative and articulative endeavors. It is the feeling of this committee that the unwillingness to cooperate does not lie with the administrators, but rather within the teaching staffs of vocational technical schools. In many cases, having secondary students involved in post high school curriculums or receiving an extension of the secondary curriculum is felt to be degrading by the staff of vocational technical schools.

Recommendation Number Four

That participation in youth groups relating to vocational education be supported in local comprehensive high schools.

Explanation: A recent study by the National Advisory Council on Vocational Education indicated that vocational youth organizations should be an integral function of a vocational curriculum. The report further stated that for generations we have been suffering under the delusion that education is what happens in a classroom only. The report further states that extra educational functions experienced by youth groups contributes greatly to meaningful knowledge and lasting understanding of a vocational area. Therefore, this body is recommending that local support be extended into financial support by the local districts and the state legislature. Financial support from local boards and the state legislature have not as a rule been a part of local youth group organizations.

Recommendation Number Five

That health occupations in the comprehensive high school in Wisconsin be developed and stimulated.

Explanation: In a recent survey conducted by the Wisconsin Advisory Council on Vocational Education, it was stated that currently Wisconsin ranks forty-ninth among the fifty states providing health education programs at the high school level. It would appear that there is room for improvement in this area within the schools of Wisconsin.

Recommendation Number Six

That work-study programs for fourteen and fifteen year old students be investigated.

Explanation: Many disenchanted youngsters manifest their behavior deviances at an early age. The importance on one's self-concept and the need to find one's self at an early age is imminent for the development of the whole being. Recent research indicates that positive attitudes can be developed if youth are exposed to realities of society and the work world at an earlier age. We are suggesting that the possibility of fourteen/fifteen year old work experience programs be evaluated. It is the function of the school to move the student into society, not shield him from it.

Current Wisconsin work rules do not permit children under the age of sixteen to engage in work-experience programs.

Recommendation Number Seven

That the 1202 Committee which will be given the authority to determine the use of federal funds as defined in Title X of the 1972 Amendments to Education be housed with the Wisconsin Board of Vocational Technical and Adult Education.

Explanation: This committee will have control over the funds provided through federal legislation for junior colleges across the country. It is the belief of this committee that if the funds are given over to the higher education board, then vocational education and vocational schools as we know them in Wisconsin today will have passed from the scene.

Recommendation Number Eight

That the compulsory attendance age for children in the State of Wisconsin be established at age eighteen years or graduation from a secondary school.

Explanation: The public schools in the State of Wisconsin in cooperation with the vocational and technical schools and other community agencies have the responsibility of educating all children within the state. With the compulsory age of eighteen, public schools will have options available to them which will allow variation in methodology and processes relating to instruction. Some of these options may be work-experience program, variable placements, homestudy, intensified guidance, and etc. Because of the importance of education in today's society, the committee believes that sixteen year olds can no longer be dropped out or pushed out of school into society unprepared and expected to fulfill a positive role. The committee feels that the dropping out or pushing out of sixteen year olds is a miscarriage of responsibility on the part of school administrators and boards of education. The committee further believes that school districts should spend more time evaluating the cause of such problems rather than dealing almost exclusively with the symptoms of the problem. The communities and the school districts must accept a changing role for the school in meeting its obligation to the child who is not yet eighteen years of age.

It is understood by the committee that current resources in legislation do not allow for alternate attendance programs for children having difficulties within schools. It is the further recommendation of this committee that cooperative potentials with other institutions and alternate programs for attendance and additional resources from state and federal levels be made available to schools to provide school administrators and school boards with assets to meet this responsibility.

The committee maintains that changes are occurring much faster within Wisconsin schools than the people with the responsibility for meeting these tasks are changing.

Recommendation Number Nine

That the proposed legislation developed by the Wisconsin Advisory Council on Vocational Education affecting subchapter IV of Chapter XXXIX of the Statutes of Wisconsin be changed.

Explanation: This legislation will affect the evaluation of "competency" for the purpose of granting credits for advance standing in public institutions of higher education and for the purpose of occupational regulations and licensing. It would provide for mandatory articulation between secondary schools and institutions of higher learning and also with state agencies performing the regulatory functions of licensing.

This bill directs the University of Wisconsin system and Vocational, Technical and Adult Educational Schools to fairly and equitably evaluate for both diploma credit and advanced placement purposes a student's competency. A student's competency shall be interprted in a very broad sense and shall include the student's present knowledge and skills as well as his past experiences and education.

The bill further directs state licensing and regulatory agencies to allow maximum credit, consistent with not endangering public health or safety, for the student's present knowledge and skills, as well as his past experience and education. The bill further directs the University of Wisconsin system and Vocational, Technical and Adult Education Schools, as well as the state licensing and regulatory agencies, to adopt procedures to measure, evaluate or judge a student's competency for the purpose of rewarding maximum amount of credit and/or advanced placement for either diploma or degree programs, or for the purpose of obtaining a license.

Recommendation Number Ten

That programs in career education beginning with kindergarten through adulthood be established and developed throughout the State of Wisconsin.

Explanation: The concept of career education is neither a track nor an extension of vocational education. It is humanitarian, and an integral part of general education designed to develop career awareness within the children of our school system. It is concerned with the improving the self-image of children, providing practical and relevant experiences, providing opportunities to explore pathways leading to careers.

The development of career education in Wisconsin has been hindered the past year due to a lack of federal and state funding for support of innovative and pilot programs. However, career education still remains a top priority of state and national education, and remains a systematic way of acquainting students with career opportunities early in their educational experiences. Career education will involve a cross educational program involving teachers, guidance counselors, other school personnel as well as persons with expertise outside the school system. Career education is not a program in itself, but rather represents a concept of education. It is to be infused with every educational program within the school system, thereby encouraging the entire school curriculum to embody the concepts of career awareness in each of the schools programs.

LANSING

Question: I noted your reference to pre-technical programs. Recently a couple of people have brought up to me the fact that they feel vocational and technical education is getting too technical and getting into the domain of universities or colleges. What do you feel about that comment, particularly in view of the fact that you mentioned pre-technical.

Answer: We have those programs that we feel don't require the sophisticated academic classes such as chemistry, physics, higher mathematics and that sort of thing in high school in order to pursue say, refrigeration, electronics, these kinds of classes. We'd consider these to be technical type classes or pre-technical whereas vocational classes, I would expect some of the food service classes to be of vocational nature. These are classes that do not require the sophisticated academic type classes because many of our students in high school can't handle that even at the high school level, let alone trying to handle that at the vocational and technical school. Your comment about the criticism. I think that stems from the fact that some of the technical programs of the vocational and technical schools require a higher degree of intelligence or a higher degree of academic aptitude in those technical areas than it would require of those students if they attended universities or colleges, and I think that's legitimate in some of those technical areas such as electronics and so forth. Does that answer your question?

Q: Well, partly. The other is do you feel that the program is getting too technical and getting into other fields where they don't belong? I think that's the question that people are afraid of. In other words, we have the vocational program and have the college program, we shouldn't get in the middle.

A: Well, to the extent that the vocational and technical schools are meeting the needs of social demands for technically trained people, it isn't overemphasizing it. To the extent that we allocate resources to the students that can handle those programs and do not provide resources to the students that can only handle the vocational technical programs, then it's wrong because what we'll end up with is a human slide pile that isn't acceptable anywhere. The traditional high school programs weren't acceptable because they didn't develop even vocational skills in these kids. They can't qualify for the technically dominated vocational and technical school and so where do they go for skill development. To that extent, if the high schools don't provide for that need and the vocational and technical schools don't provide for that need, these needs are not being met. I would think that probably is a legitimate criticism of our educational structure today. There are those students whose needs that are not being met. A corollary might be the criticism of high schools where they have met the needs of the college bound students traditionally, but they haven't met the needs for those that were not going onto college or anywhere else. And, of course, in recent years the high schools have been addressing themselves more and more to those students that will not be going onto college and certainly not take away from the college bound. But, the vocational and Technical schools should address themselves also to those that just need the vocational training that can't handle academically the technical programs. The high schools may have even greater need to address themselves to those students, because by the time they get out of high school they are eighteen years of age and hopefully we can meet those job entry vocational skills so that they shouldn't have to go one or two more years. But, again you have to be realistic. I don't know how many of those vocational programs can be offered throughout the State, and you have to look at the labor market to see that you aren't producing what isn't needed. That would have to be analyzed through manpower development and study.

Q: Dr. Lansing, as you meet with fellow school administrators do you feel that, generally, they have a commitment toward vocational education? And then, for the second part of this, do they ever discuss the problems that they may have in getting a commitment from the board? I'm trying to think now as a councilman where we could mix trust again, this is a problem.

A: A commitment from their local school board? Is that the board you're talking about?

Q: Yes.

A: It's hard for me to speak for superintendents in various situations in small rural districts and we're a small city district in Eau Claire, but getting funds anywhere is dificult. I would expect that a number of school boards would react this way, that, my God, that's why we're supporting the vocational district down in Eau Claire or up in Rice Lake or somewhere else. Why should we expand our program. You could get that response. But, I think that that might have been the case a few years ago; I think that as each year goes by, our local boards are looking at that differently. And, I think they're more willing to say we're philosophically behind this, we will support this, now where do we get the money. We can't go back to our local district citizens and ask them for more levy. The same thing is true in Eau Claire. I get pressured by our principals and our LVEC to expand our vocational programs, and yet the coop program, the two hour a day programs with small enrollments are very costly and I have to defend that to the taxpayers at our hearings and so forth; and it's a struggle. So, I would say if you asked my impression, it is that more and more boards of education are supporting this. I think they're beginning to realize that the answer isn't to just ship them off, these 16, 17, 18 year olds down to Eau Claire or off to Rice Lake or over to Wausau or something like this. I think they're seeing more and more that that is something that should be done locally. But, the big stumbling block is money and, secondly, I suppose as Jim Munro mentioned and I think Bill Maurina mentioned, finding qualified staff. There are still some technical areas where it's hard to find the staff. We don't have that problem in Eau Claire as much as some of the small rural districts would have. I think there's a growing support among local school boards for this.

RAY OBEL, COORDINATOR, MARATHON COUNTY ECONOMIC DEVELOPMENT COUNCIL, WAUSAU, WISCONSIN

A sometimes forgotten and often undervalued service of vocational education is the training provided the work force of our manufacturers and processors. To meet the technological changes of today's world, manufacturers are frequently confronted with the problem of retraining their work force to develop the capability for either a new product or new and different machinery. North Central Technical Institute has been extremely helpful to several local firms in this regard. Complete flexibility is maintained in the structuring of their curriculum. In some cases, extensive classroom training has been provided, while at other times an employee of the manufacturer has been trained to where he in turn can train the remaining labor force. In other instances, instructors have taken up residence in the plant, providing instruction on the job or in the plant. Such a concept was used by Drott

Manufacturing in providing hydraulic and welding training. Other training programs have been instituted for the same manufacturer including specialized training in blue print reading, and in diesel engine maintenance and repair. The program has been highly acclaimed by Mr. Douglas Burks, General Manager of Drott Manufacturing Company. The immediate availability of training courses, as offered by North Central Technical Institute, is a big plus in the industrial development effort. In recent years, several southern states have been extremely vocal in their claims to provide complete training for the prospective new industrialist's work force. My first-hand conversations with the president and chairman of the board of a large Wisconsin manufacturing company revealed his belief that such offers provide sufficient justification for a move into one of those states. When I explained to him that Wisconsin offers similar training, he found it difficult to believe and requested further proof, which was subsequently given. I believe that this factor alone provided the incentive necessary for his retention of his divisions in Wisconsin. The industrial development field is highly competitive today. The industrial developer knows that the only way he can hope to land a prospect for his area is by completely meeting all needs of the prospect. This includes providing either a skilled work force or taining to bring that force up to an acceptable level. The latter frequently being preferred. When Moxness Products, Inc., a Versa Technologies subsidiary, earlier this year investigated over 40 potential sites for a new manufacturing division plant, Wausau was the fortunate city to receive the nod. An important consideration of this company was being able to obtain workers skilled in precision rubber molding operations. Wausau was able to meet all other criteria established by the Company, and was able to overcome this one negative factor, and in fact to turn it into a plus, by offering a complete training program for the industry at minimal cost. Ultimately, a training program was devised and a small initial labor force trained for the Company. This program is now available for the rapid training of new personnel as production expands. The cost of training programs such as that used by Moxness is minor when compared to the value returned through the years by increased wages, increased tax revenue, and the general availability of new and better employment opportunities. The presence of North Central Technical Institute in this area is essential. Communities intent on quality growth are severely handicapped when they are denied the advantages of such an institution.

PEGGY MATTICE, STUDENT, DISTRICT ONE VTAE DISTRICT, EAU CLAIRE, WISCONSIN

Hi. My name is Peggy Mattice and I'm from the Student Senate at District One Technical Institute in Eau Claire, and I'd like to tell you something about our school and represent the students of that school. At the District One Technical Institute at the present time, we have 2, 256 students; that's up 9% from last year and we expect to be increasing. As you know, in the past, District One Technical Institute was considered somewhat the school for those who couldn't afford to go to college. And, it was a place where you could go to get a skill and get a job. Well, it's still a place where you can learn a skill and you can get a job which seems to be a difficult thing for students today and is the number one prime concern to students. But, today the students are changing. It's not only the people who can't afford to go to college, it's everyone. And, now these people are beginning to see the technical institutes as what they are and they're saying, you know, this is really something--this isn't such a bad deal. Some of the things are that you can finish technical institutes in one or two years where at college it's four years. At the technical institute here in Eau Claire, we place 93% of our graduates. Some of the tings that we have at our school, is for one thing, they can go to our school and not pay tuition. All they pay is the registration charge which is $25 plus they have to pay for their books and their lab fees. Now, the book sale is one of our fine things that we have at school. This is something that our marketing club has set up and it's called the Book Resale. This is something that we have where you can resell your books back to the school and you don't have to pay for them. One of the benefits we have is what we call our activity period. This is something that is set up to encourage school participation and get the students involved. This is set up on Thursdays and it's called our activity period. It's an hour in between first and second periods in which the students can get together and join clubs and participate. We do have football teams and volleyball teams and like this to also get the students involved, but one thing we don't have is a gymnasium or something where the students can meet. Often the only way that we can get involved is that the participating schools in the area will allow us to use their gymnasium. We also have field trips and, because of the costs of busses, last year the student senate got together and bought a school bus. This is what we feel is one of the best things we did because it gives the students a chance to get out and go to other schools and it costs a minimum of about a $1.25 to go to Minneapolis and this covers the cost of the gas and the driver. One of the problems we have at the technical institute in Eau Clarie is our cafeteria. The regular food line for the city is pretty good, but the one thing we have trouble with is "a la carte." This is where you can pick up a hamburger, barbecue or something like this. Often the food isn't exactly too hot. We don't mind paying the high cost, but we'd like to have better food. We don't mind paying for something that's enjoyable. Another thing that we have is our new Phillips Building. The Phillips Building was installed in Eau Claire just last year. The building houses medical classes which are upstairs like our LPN and x-rays and all our medical technician jobs. Downstairs is our police science program. The one thing about this building is that it's away from the main building. If you are a student that takes the LPN program or the Police Science program, you are stuck in this building most all the time. You rarely see the other building. Because of this, the building is like your own school. You even have your own cafeteria. The cafeteria consists of a small room with a few tables; it's got a pop machine, a coffee machine, a candy machine, and one with potato chips and that's about all. The one thing that the technical institute has been trying to do in Eau Claire is to get an overpass to work on this problem so that the students can get over to the other building. We've been talking to some of the board members and an overpass has been discussed for quite a few years. We think it would be nice if we could have someplace where we could meet instead of going around the cities. Thank you.

JIM MIKL, STUDENT, DISTRICT ONE VTAE DISTRICT, EAU CLAIRE, WISCONSIN

Hi. My name is Jim Mikl and I'm in my second year at District One and I'm in mechanical design program. Peggy's pretty well taken care of everything except for the fact that she's not from the T & I wing, so I've got a few comments to make from that area. We have probably a complaint from the guys; they feel like they're segregated from the school as far as being a little coed in their classes, it's all guys. I had the same thing happen to me and it was general education course I was in. I can understand your major, this is different. I mean the people that are in your major have to be in those classes so this is okay, I guess. I also go along with her on this overpass because I'm another person who has almost been hit by a car on Clairemont Avenue, and it's not because I have to go to the other building, it's because I have to park over there. Thank you.

TERRY CHRISTIAN, STUDENT, INDIANHEAD VTAE DISTRICT, SUPERIOR, WISCONSIN

Good afternoon ladies and gentlemen. I'm Terry Christian. Presently I'm enrolled at the Indianhead Technical Institute in Superior in the LPN program. I am also a member of WAHO, Wisconsin Association for Health Occupations. This is a newly formed organization. It's statewide, concerned with representation and the welfare of the vocational health program. I feel that funds are badly needed in our health fields at Superior. At this time we are able to accept only 40 of approximately 200 applicants per semester. The interest and need are there, but the space and facilities are not. Superior draws applicants from the entire northern Wisconsin area and also from Minnesota. Of these, 75% from our district are accepted and 25% outside the district. The Superior Institute recently acquired 30 acres of land for a new building, which hopefully will be started in the summer of 1975. With appropriate funding we hope to expand, modernize, and broaden our curriculum in the health fields. With our present system, the shortage of equipment and space limits the practical experience of the student. This is essential. Especially in the health fields because of the constant moving ahead in modern medicine. I feel there is something lacking in the students' education and that we would be much better prepared to function on our future jobs if we had the funding to make these improvements.

BOB LAGUBAN, STUDENT, DISTRICT ONE VTAE DISTRICT, EAU CLAIRE, WISCONSIN

I thank you gentlemen of the committee here. I'd like to thank you for inviting me here today to talk to you people. My name is Robert Laguban and I'm a third year student at District One Technical Institute. I've graduated in Machining and Precision Inspection Materials Testing and I am now currently in Mchanical Design. I just want to make a point here that there is a very potential need for District One and the other schools in the State. I think it's very important. When I came out of the service, I had gone to college for two years. I realized that my friends that had already graduated had the nice piece of paper signed "Yes, I am the smartest man in the world," but they didn't have a job. I said, "Bob, go out there and get a job. Get a job, I'll have to go back to college to get a job. No. Go to District One Tech." That's what I said to myself. So I've been there, and I'm increasing my education year-to-year and I've really learned a lot about myself, the people, and the school. It's a fantastic school. It's done a lot for me. It's taught me the things I need to know to get the job that I want in the future. I didn't have to learn how to golf, how to shoot an arrow, or how to put a basket together; something in college I'd probably have to have to supplement my degree. The school itself is very unique as far as the trades wing is concerned. The computer program set up there really has helped me. They forgot to mention one thing, that we do have a program to give students that do not live in Eau Claire rides to their areas where they live. As far as housing in Eau Claire we're well established, we have no problem. The school itself has helped greatly, I feel, the handicapped people in the wheelchairs. I really respect this being a purple hearted vet. I used to be in one myself and I really respect the school for doing this. We all are looking for the thing in life, it's called success, and District One has done a great job. There we find out not only if we're just thinkers, we find out that we're also doers. I'd like to say that I'm on the student senate and I'd like to try to motivate our students to be successful too.

DAN GILLIS, STUDENT, DISTRICT ONE VTAE DISTRICT, EAU CLAIRE, WISCONSIN

Hello, ladies and gentlemen. I'm Dan Gillis from District One Technical Institute. After listening to Peggy Mattice, I feel somewhat alienated from the rest of the school because I'm one of those stuck across the street in that building. I don't feel that way, but they evidently do. I'm also one of those students that started out in college. I spent three years in college at two different colleges and took a little lesson from my younger brother who went right into vocational school. In college I felt very insecure, I didn't feel like I was being trained for a job. I want to get out and I want to work. I went through a major from physics to math to economics and not in any of those fields was I learning a job. So, I decided to go into the technical institute where I am right now being trained to be a professional. I am in one of those high-cost programs that Mr. Wurtzel referred to. I am an x-ray student there. I'd like to add a little subtitle to his title and call it a high-cost program to the student, too, because it is very high cost to the student. It's a 24 month program that runs through both summers and we have a problem. We can't buy books from their student organization because, as professionals in the medical field, we need these books for the rest of our lives. We work with them. I'll never forget the first day I got to school and picked up my books and got handed a bill for almost $150. Through those three years of college I found it was expensive. I got to District One and in my program I found out it cost me just as much to go to the technical school as it did to go to college. In the three years I was at college, I ran up a bill at my bank for $2,000. So far at District One I've run up a bill of an additional $2,500, and that's not spending it anyplace that's toward my education. We do have a lot of problems and I'd like to ask you gentlemen to do your best in maybe relieving some of the financial problems; give us a few more outlets that students can go to to get financial aids. We do have a big problem here. I don't exactly agree with housing situation that the other people have brought up. I think we have a real problem there. I had a difficult time finding housing. In Eau Claire especially, it's compounded with the terrible increase in enrollment at the university. And, of course, District One's enrollment is sky rocketing every year. There is a real problem I think in housing there. That's about it. Any questions?

Question: Dan, are you receiving any form of financial assistance?

Answer: No, sir, I'm not right now other than my loans at the bank. I'm not disabled or anything. It seems to me that you almost have to be disabled. I've gone through so many problems trying to get aid, and the only thing I've been able to do is go through loans. I'm not disabled but I don't have any money either, and it's a real problem.

Q: And you've been able to get a loan?

A: Yes, I've been able to get a loan but I haven't been able to go through the school. The school always tries to direct me in the direction of work-study, and in my particular program we're working a full eight hours a day plus our lab hours. Through our entire program we have to put in 2,200 free working hours in a clinical situation in which we don't get compensated for our work. We work in the hospital this semester every morning from 7:00 in the morning till 11:00 and then we have classes afterward. We have lab hours that we have to set up on our own time for our particular studies. This closes the door for us in terms of outside jobs. Where can you find a job that you can work two hours every evening? You can't work late at night, you've got to go to work at 7:00 in the morning. It's a problem.

GILLIS

Q: Was that $2,500 on books and supplies?

A: In college, of course, we had the residence halls where you got the loan and right away that goes for your tuition and your housing on campus. Well, we don't have on-campus housing, but we still have to pay rent, so a lot of that goes to rent, books, and so on.

BEVERLY DREIFUS, INSTRUCTOR, NORTH CENTRAL TECHNICAL INSTITUTE, WAUSAU, WISCONSIN

Gentlemen of the Advisory Committee on vocational education, participants. Most laymen think of vocational education for the "normal" person. However, as Mr. Bodine and others have indicated, vocational education also includes training and education of the handicapped person or the person with special needs. Funds through the Vocational Education Acts have been attained by North Central Technical Institute to help support 2 special programs, one of in which I am an instructor: a program for the visually impaired adult and a program for the hearing impaired adult. I am going to amplify on some of the statements that Mr. Bodine made about services to these special groups, and I'll concentrate primarily on the visually impaired since this is with whom I work. The program for the visually impaired adult is a pre-vocational program. We provide services in three major areas. I teach communications, that's braille and abacus. Braille permits the visually impaired adult to communicate with himself and with other visually impaired persons; abacus permits him to work with mathematics on a tactile basis. Typewriting is also a subject which is taught in the general education classroom and allows visually impaired people to communicate with sighted people. The second area of instruction is orientation and mobility. Orientation refers to your environment, knowing where you are, where you're going, and how to plan routes conceptually within that environment, and then the actual travel or mobility. In other words, going from point A to point B with a device similar to this, a long cane. The third area provided with these funds is activities of daily living. This includes learning how to operate stoves, ovens, equipment you'd find in a home; to prepare foods, plan menus, work with dietetic menus; grooming, personal hygiene; the care, preparation, labeling, identification of clothing, washing and ironing of the clothing; and home management, taxes, insurance, social security, budgets, and the actual cleaning of a home. In other words, all those prevocational skills are provided that will help the visually impaired person be more independent in his own life, thus making him able to go into a vocational program more competently and more confident in his own ability. It also provides adjustment services. We also give this service within the program. Helping the visually impaired adult to adjust to his own attitudes about his visual loss, the attitudes of family, friends, relatives, employers, and sighted persons, this is a major thrust of the program. This helps him to cope with others within vocational programs and eventually in employment. The funds, I believe, are well spent and are very definitely needed. Before our program, vocational education was not offered on a full-time, ongoing, year-round basis. Prior to 1971, when our program started, only one blind individual had gone through a vocational program successfully, and she completed it after she had received these pre-vocational skills in another state. Since that time, we have served approximately 70 students ranging from ages 18 on up. So far the eldest has been 67. Twelve of these students now are in vocational training programs. More students are in vocational courses exploring possibilities of occupations that they can or might be able to do. The hearing impaired program is a pre-vocational vocational program. It's a dual program. They teach the communication skills necessary for a hearing impaired person to understand what is being said in the classroom and in the community. In other words, they learn the sign language at a level amenable to their education and abilities. There are two levels of sign language by the way: the mother tongue which is similar to our slang and the English language. North Central Technical Institute, however, was designed for other handicapped individuals and we do serve them: the wheelchair person, the person with neurological impairment, the individuals with speech impairment, learning disabilities, reading disabilities. Most of these programs receive part of their funding from the Vocational Education Acts. More is needed. It is expensive. However, just using the program I'm with as an example, last year we worked with approximately 30 students. It cost us to work with these 30 students at the same rate that it would cost to send ten students out of state to receive the same kind of training. So we tripled the use of those funds in actual services. If we do not provide this service, these pre-vocational skills and vocational skills to the handicapped, we are going to lose a good segment of our population from the labor force. These individuals will continue to sit at home, draw welfare, workmen's compensation, social security, when, in fact, many of them do not wish to do this. They would prefer to work; they would prefer to regain their self-concepts of self-worth and self-esteem. So without these funds, without that Acts that provide the funds, the community could end up being the loser by losing the abilities offered by the handicapped person. Thank you.

LOLITA TAYLOR, ADULT BASIC EDUCATION INSTRUCTOR, WISCONSIN INDIANHEAD VTAE DISTRICT, SHELL LAKE, WISCONSIN

Thank you, gentlemen. I'm Lolita Taylor. I've worked with the VTAE District, first when it was at Rice Lake then at Shell Lake since 1968, starting out as an ABE teacher and that's what I've been at all this time. I'm especially interested in the Indian programs and the way the Shell Lake District puts them on. You talk about assessing the impact. Well, the Indian problems are not always the same as those of his white neighbor because he has become dependent on the dominant culture. I feel that the leaders of the Indianhead VTAE District are making great strides in understanding the Indian culture and providing programs that can help these people. His problems are different because while the non-Indian was developing the large plantations of the South and while he was cutting off the timber of the North and while he was wiping out the Buffalo of the West, he was destroying the Indian way of life and, what was his prosperity, has become a deep depression for the native American. Now, in a few generations, the Indian who had once been strong and independent became dependent on the dominant Europeon. Less hardy people might have been totally wiped out; some tribes were. But the vanishing American never really vanished, and their dependents are those who are concerned about being deprived of the opportunities education offers. Pride and culture and heritage are big items in building confidence in oneself. I, therefore, believe that we can build for the future by studying the past. That is why in 1968, working for the VTAE District in a project which was in adult basic education, we developed a project where we were beginning the history of our people of the Ojibwa people in Northern Wisconsin. We did this because I think adult basic education in itself can become very boring. It needs some kind of motivation, and I'm sure a lot of you people can agree to that. It turned out that I was working with many of my own people and we began to reminisce a little bit and talk about our different happenings in the past, and so we said why not write a history. And so this is what we did. We wrote a history book and we called it "Ojibwa, the Wild Rice People." It's written from the Indian point of view. And why I'm bringing that up is because to finish this book, we started it and gave up different times, but then to finish it we got a federal project and the VTAE helped us a great deal and we published it a year ago last Spring. It's written from the Indian point of view, but we use basic skills, reading, outlining, and self-expression as well as research and libraries and museums. But best of all, it's given us a new image of ourselves and our ancestors. We have squared our shoulders and realizing we have a proud heritage; we face life with more confidence then ever before.

Our Wisconsin vocational, technical and adult education district has within its boundaries four reservations. The total Indian population is close to 3,000. The labor force 16 years and older is about 29% of the total populatio[illegible] Of these, slightly over half, about 57% are employed. About 43% of the labor force is unemployed or underemployed. Surveys are continually being made to get information about job skills and job preferences on the reservations. But they don't often cover the real problems. Sometimes the non-Indian community is discriminated against, but aside from that, our Indian population lacks basic pre-vocational math and reading skills. These are the concerns of the adult basic education department of our Wisconsin VTAE system. In our area, the Indian is rapidly taking over management of his own affairs from planning to construction. Because of this, there is a demand for technical training. Classes in carpentry, nursing, typing, and business management are currently available through Wisconsin Indianhead VTAE and each year the number of graduates from those classes increases. In our Ojibwa opportunity unit in 1973, that's when we did this book, we devoted half of each conference to economic workshops in which we explored job opportunities and job application skills through audiovisuals and multimedia materials. We had a great deal of help from the VTAE personnel in helping us to pick out these materials and giving us catalogs and all kinds of advice on this sort of thing. And just from talking to them and relating to them we were learning all the time, interpersonal relationships and so on. Our St. Croix Reservation, the one on which I live, is separated into seven distinct localities with the distance of about 40 miles between each. The mobile unit which is furnished by the VTAE has helped bridge those distances. They can be set up in one community until the project is completed. Tribal halls have become busy places, so the mobile unit serves as a classroom. A new van which differs from the mobile unit in that it is driven from one community to another each week will be used this coming semester under the direction of William Arbucle, one of our own Indian college graduates.

Part of the difficulty with Indian student dropouts had been their inability to cope with the more aggressive non-Indian student. Some with superior intelligence drop out insecure and unhappy. A few of these are finding a much more agreeable educational climate at the Wisconsin Indianhead Vocational School at Rice Lake, Wisconsin. I am sure there are non-Indians who feel the same way at times. There are many other young people whose needs are not being fulfilled. We are not going to reach these by going into the community and dragging them out as they did in the days of Indian schools. We can reach them only by making our courses worthwhile and by utilizing Indian talent in recruitment and in the administration of these programs. Wisconsin Indianhead District is employing native Americans in their organization. I personally know of about six native Americans who are employed in the different areas in teaching an research and so on. Long ago, native Americans would sit at the table and the older Indians would sit there and probably there would be a table like this full of the advisors from the BIA, you all know what that is, the Bureau of Indian Affairs. Maybe there'd be seven or eight older Indians sitting there, and whatever these men said, the Indians would nod their heads yes. Yes, that's right. Okay, it isn't like that anymore. Young people are taking over. I think that education has done that for us, and I don't think anybody can dispute that. Today the picture has changed. Go to any meeting involving Indian business today, and you will find young Indians planning their own programs. Because of that housing is progressing and small industry is entering the reservation. Tribal halls on the reservation house offices and council rooms and they are buzzing with activity. We just opened a great big tribal hall. It's a tri-county operation. I don't know if you ever heard about it or not; we just opened it Saturday. This change has not come about because of any one program. It's a result of a number of happenings, but underlying the whole is education. Leadership training programs and adult vocational and technical education have played a large part. As a result of the carpentry class on our reservation, many of our men have helped build the new houses and are working on a new community building that is nearing completion. We have our own head carpenter now who graduated from the adult classes in carpentry last year. He is very proud of the gold hammer he was presented. The nurses aid training course also given in a mobile unit was completed and five of our young ladies found employment in community health services. Our spring Ojibwa Opportunity Conference in 1974 was focused on native American contributions to progress. We have considered eight areas of culture; they are also eight areas of economics, I believe you could say. They are conservation, health, nutrition, transportation, communication, clothing, and art, education, and government. These are areas in which the native American has contributed a great deal. We are not only looking at the past, however, We are exploring job employment of job training and employment possibilities adjacent to the reservations. As to the future, economic development persons are working closely with state developers to get more industry on the reservation, and then we will need still more technical training, for after all we do like to be at home. We still look forward to the blessings of the great spirit every season of the year. We do not call a land outside the reservation the white man's world anymore. There is no reason to do so. We have helped make this country what it is today.

PRESTON SMELTZER, SPECIAL NEEDS CONSULTANT, BUREAU FOR CAREER AND MANPOWER DEVELOPMENT, WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION, MADISON, WISCONSIN

Part A (102b) and Part B set aside portions of Wisconsin's public secondary school share of the Vocational Education Act are used in two basic ways--as specified by guideline: 1. to support "special supportive services", 2. to provide "modified vocational education programs." Under "special supportive services" 8,130 students with exceptional vocational education needs were provided with services they needed to succeed in capstone courses designed for persons without special needs. 1,150 of these students had a handicap and 6,980 had some form of disadvantage. Services provided for these children included lower student teacher ratios; additional instructional time for capstone teachers; heavily mediated/individualized instructional methodologies; more intensive counseling and psychological services; provision of articulated math, reading, English and communications programs; more flexible entry and exit requirements; the provision for services of a specialist as a member of the instructional team; and additional emphasis on job placement. Sixty-one programs of the nature were funded during FY '74. An additional 3,078 students who could not profit from vocational education programs designed for persons without special vocational education needs--even with supportive services--were provided with various forms of a "modified vocational education program." Sixty-three of these programs provided a more realistic vocational education program for 1,594 of these students with a handicap and 1,484 students having a disadvantagement. These modified or "irregular" programs provided vocational awareness, vocational exploration and vocational preparation experiences for their enrollees. Programs providing "supportive services" to exceptional students enrolled in regular capstone courses are partially reimbursed on an ongoing basis--if the program is submitted annually for renewal. Funding practices for these programs are similar in nature to those used for all "regular" programs, but provide a higher level of support if over half the students enrolled have exceptional needs that are being appropriately met. Modified vocational education program--those that serve students who have a more severe need for exceptional programming--are funded differently. Monies so utilized are viewed as a catalyst for development of new programs--as "seed" or "demonstration" monies. These programs are typically funded for three years at attractively high reimbursement rates. The ultimate test of such a program's worth is demonstrated by the local school district's willingness to perpetuate the program with local or other funding sources. Nearly all of the programs started have been continued after vocational education assistance ceased. Another portion of the monies has been utilized to provide a systematic opportunity for approximately 50 vocational and 50 special education leadership personnel to meet and develop plans for providing additional vocational education opportunities for handicapped and disadvantaged students. We find that many of these persons, from the same school district, have never met before--or considered the need for joint vocational education planning. One of three of these programs was jointly funded with EPDA monies.

There is definite need to expand the exploratory opportunities and experiences available for students having exceptional needs. Exploratory programs designed for students without exceptional needs frequently are of little value to handicapped and disadvantaged students. Those that do complete these programs are frequently unable to articulate their preferences when it comes time to elect vocational courses. We believe vocational evaluation is a poor but frequent substitute for vocational exploration when considering the needs of exceptional students. We regard their right to choose from among the widest set of opportunities equally as important as for any other individual. We are finding it difficult to provide adequate incentives for public schools to employ vocationally certified personnel when any special education certified person is eligible for 70% state reimbursement on salary. Yet we continue to believe that many low ability and handicapped children can profit from the exceptional talents of a truly vocational educator (To the extent that work is judged "successful," it does typically--and in these times, increasingly--require some learned set of vocational skills). Special educators are educational generalists and frequently unable to provide desirable occupational or skill training. The courses in which they "mainstream" their students are all too often not really "vocational" even though taught by industrial arts, home ec., or business educators. The opportunities these courses do provide, that could be of value to handicapped students, are frequently not intensive enough to meet their needs. The work experience programs special educators provide for exceptional students typically have as their only objectives the development of human relations skills, proper work attitudes and appropriate social behavior. Completion of such a program prepares students to succeed at any job not requiring an occupational skill.

SMELTZER

State legislation has recently mandated that high schools provide education which is tailored to a handicapped child's needs through age 20. Vocational education is clearly tailored to the needs of a 20 year old student. Due to a lack of persons qualified to work with mentally retarded students at the post secondary level, high schools are going to have to, in most cases, provide the programs necessary to prepare these students to become fully employed upon graduation. The services of qualified teachers of students having special needs are at least potentially available as team members in all public schools of the state. Some form of pre-service, in-service or sensitivity training is going to have to be provided for vocational educators/subject matter specialists who are subject matter oriented to the detriment of exceptional students. Many vocational educators could profit by consciously developing the student orientation that is common in a special or elementary educator. This subject matter orientation or desire to only work with the best students is certainly one of the major obstacles to full employment of exceptional children. In a recent paper, C. Samuel Barone, USOE Bureau of Education for the Handicapped, presented the following predictions regarding the approximately 2.5 million handicapped youth who will leave our school systems in the next four years:

21% (525,000) - will be either fully employed or enrolled in college,

40% (1,000,000) - will be underemployed and at the poverty level,

26% (650,000) - will be unemployed and on welfare,

8% (200,000) - will be in their home community and idle much of the time,

3% (75,000) - will be totally dependent and institutionalized.*

If these predictions can be regarded as nearly correct, and if the 2.5 million include the handicapped that do not even fit the Vocational Education Act's definitions, we have a long way to go indeed. Four out of 5 persons being underemployed at best is truly astounding. Most handicapped and disadvantaged students that fit the definition of the Act cannot be expected to "be ready to enter higher education." If we are fully implement the goal of Career Education as it was envisioned by Sidney Marland 3 years ago, we must ensure that these students are ready "to enter useful or rewarding employment."

References

*Barone, C. Samuel - Paper presented to a Forum of National Organizations sponsored by the Vocational Evaluation and Work Adjustment Association, the National Rehabilitation Association, and the President's Committee for the Employment of the Handicapped. October 25, 1973.

ANDY SUESS, LOCAL VOCATIONAL EDUCATION COORDINATOR, COOPERATIVE EDUCATIONAL SERVICE AGENCY #6, CHIPPEWA FALLS, WISCONSIN

My name is Andy Suess. I am Vocational Coordinator for Cooperative Educational Service Agency #6, serving 25 school districts in this area. I would like to focus my remarks today on two themes: 1) What has existing federal legislation done for vocational education in CESA #6, and 2) In what way we feel federal vocational legislation can be modified to improve services.

Mr. Chairman, we are proud of our CESA #6 vocational accomplishments. The administrative structure for vocational education varies slightly from one CESA to the next. This we believe is a strength in that it allows the flexibility to provide its vocational services in a manner that is most effective to meeting its unique needs in the area. My comments will relate to the total vocational education program in CESA #6 and concentrate on the secondary level vocational services.

Let me first attempt to present you with a descriptive overview of the vocational system in CESA #6 to demonstrate what the federal vocational dollar has helped accomplish. Our citizens have demonstrated a firm commitment to vocational education. The capstone courses offered in our schools have increased by five times the number available in 1971. The capstone concept denotes intensive vocational training at the twelfth grade level. Each capstone course should "cap-off" the individual skills and attitudes learned in the previous sequence of exploratory and skill-building courses. After graduation from the capstone course and high school, the student may enter post-secondary schools for advanced training or enter directly into the world of work. Vocational Education Act monies have been used at the secondary level to assist districts in expanding and improving their vocational programs. The primary objective of the funding for capstone courses is to help lead high schools toward the accomplishment of a comprehensive vocational program. We feel because of the federal support given to vocational programs, great strides have been made in CESA #6 as well as state wide in providing comprehensive vocational education. For example, 23 of 25 school districts have the services of a local Vocational Education Coordinator. The same 23 schools have developed a Long-Range Plan for Vocational Education. Many of the schools have developed a career education process which will provide students with attitudes toward and skills necessary to become employable.

Exploratory and sequence courses are available with a variety of capstone courses for students to select the educational cluster in keeping with the students occupational interests. In fact, 104 capstone courses are available to students in CESA #6 which is a 500% increase since 1970. We have formalized articulation of high school and post high school courses. We have modified programs and/or special services for students with special needs. It is the federal vocational dollar that has enabled us to extend our services and create programs for students' needs as these needs are identified and better meet the needs of all individuals. Yet, I find that numbers fail to express the true impact of vocational education upon the individual. How can a number express the satisfaction of the native American in northern Wisconsin who as part of his vocational program was able to construct his own housing on his own reservation?

Mr. Chairman, I earlier referenced the significant local tax effort made by citizens in support of education. I would like to comment on the necessity of the federal tax dollar. Last year, federal vocational education monies accounted for 12.1% of all expenditures for vocational education in Wisconsin. It amounted to only 4.1% of the secondary expenditures and while the demand for vocational education is increasing, the state and local tax effort has also increased. I urge you to authorize a commensurate increase in federal vocational dollars and also make state monies available for vocational education. Without stronger federal support and possibly state support, we will not be able to meet these needs.

Now I would like to comment on some basic issues which we feel are in the best interest of a sound delivery system for vocational education.

1. The Regional Concept. To provide comprehensive vocational education in our small rural schools we need to provide regional centers. This would allow several districts who have quite similar geographical locations to jointly provide the programs without expensive duplication.

2. Contracts With Post Secondary. Where voids exist in the secondary vocational program, contracting for desired services with the technical school could provide the training.

3. Special Education Revenue Sharing vs. Categorical Funding. Mr. Chairman, I do not presume to have the key to this controversial dilemma. I would like to offer some thought on the matter. As I understand it, revenue sharing has been proposed primarily on the basis that it will eliminate duplicate federal programs and enhance program responsiveness to the needs of the people. Both of these goals are laudable. The question is, does revenue sharing really attain them in and of itself? I think not, rather it will be the manner in which revenue sharing functions that will determine if these goals are achieved. On the other hand, if revenue sharing means throwing vocational education into a pot pourri which fails to distinguish between liberal or general education and vocational education, it will undoubtedly fail, and fail miserably. It will aggravate the mistakes of the 50's and mid 60's which gave students only two options--preparation for a four-year liberal arts degree or preparation for nothing.

Many of our youth who leave the educational system early are hard-pressed to acquire needed skills. In all likelihood, this phenomenon will not change. Therefore, the educational system must change, and to do so will require a significant financial investment. Thank you very much for the opportunity of appearing before you today to express my interest in vocational education legislation. I would be most happy to answer any questions you may have.

Question: How many LVEC's do you have?

Answer: We have nine in CESA #6 presently.

RICHARD RODER, ADMINISTRATOR OF RESEARCH, WISCONSIN INDIANHEAD DISTRICT, SHELL LAKE, WISCONSIN

Members of the committee, it's a pleasure for me to be here to represent the Indianhead Vocational District and Dr. Covey, our director. The Indianhead District is located in the northwestern section of the State. It's the largest district in the state system made up of 11 counties and covers approximately 10,500 square miles. This is about 20% of the land in Wisconsin. The magnitude of this area is further emphasized by the fact that nine of the 50 States have land areas smaller than that of our district. There are 285 towns, villages and cities within the 11 counties in our district and we have 47 public school districts operating within our boundaries. The 1970 census population for our vast district totals approximately 218,000. Because of distances, we've tried to make the education more available to our citizens by operating four technical institute campuses. These campuses are located at Ashland, New Richmond, Rice Lake and Superior. The 1973-74 district enrollment exceeded 2,500. We are experiencing currently about a 7% growth. In addition to its size and low population density, the district has other unique characteristics. Only 45% of the districts' adults, 25 years and older, have a high school certificate. Connected to the high dropout rate in this area is a low median income which is about $2,700 less than the State average. Responding to this need, adult programs are offered in approximately 50 community and four Indian reservation settings throughout the district. Currently in the 73-74 year that enrollment exceeded 15,000. The 74-75 budget for supporting educational activities of the Indianhead District is slightly in excess of six million dollars. The property tax generates about 55% of these revenues. The current rate is 1.42 mills on the tax base of nearly two billion dollars. This tax base is currently growing at a rate in excess of 15% per year. The primary function of the Wisconsin Indianhead District is to prepare youth and adults for job entry, gainful employment with long term capability of career growth and advancement. The district identifies four missions which provide guidelines for services delivered. These are post-secondary education, adult education, social services, and cooperation with other educational institutions' missions. These are comparable to the occupational preparation, adult education and community service functions in most other districts. Adult education is self-explanatory and, as mentioned previously, we serve approximately 15,000 residents last year. The social service mission focuses us on solving the problems of the disadvantaged and in assisting in economic development. We've heard from Miss Taylor and Bill Bay relating to that function. The post-secondary education mission focuses on the full-time occupational programs conducted at the four technical institute campuses. Most of our students are 17 to 24 years of age. During the 73-74 school year, operating programs numbered 22 one-year, 4 two-year vocational curriculums, and 8 associate degree curriculums. Full-time programs may only be developed, offered, and/or discontinued with the approval of the Wisconsin Board of Vocational, Technical and Adult Education. This leads me to the first of three concerns which we would like to bring to your attention. The State program approval process is a source of some frustration to the Indianhead District. These problems are related to the fact that this district is the only rural, multi-campus district in the state. We feel that the great distances involved between our campuses may warrant some duplication of programs and population density may warrant smaller enrollments. Sometimes these arguments, however, are not fully recognized. A rural district which has little likelihood of the immigration of persons with specialty skills is not likely to be confronted by Statewide criteria indicating that a sufficient number of programs already exist. While advocating sound planning, we urge that the State guidelines also recognize the unique needs of the Indianhead District and its residents by allowing for more locally controlled but sound program planning. The second of the concerns we would call to your attention is the need for facilities comparable to that in other districts. In this area I would like to quote Dr. Covey and the quote is from a presentation he recently gave at the Federal oversight hearings on vocational and technical education. "The Wisconsin Indianhead VTAE District quite possibly can be identified as the last district in the State to undertake a major construction program. It is a belief that this is not untypical because one could quite possibly identify that the rural areas usually are the most unsophisticated districts in any individual state. Typically, the rural areas have the least political clout available to secure funds for such an activity. And, finally it must be admitted that they are usually the slowest district to come around in the development of this type of an activity. One of the tragedies of the current scene is that there are apparently minimal amounts of construction monies available to the vocational system through Federal funding at this stage of time. The monies which have been made available through the Wisconsin distribution of the Vocational Act monies for the coming year are about 1.2 million dollars. This is approximately the same monies which were made available to the State ten years ago. Ten years ago, those districts which were more sophisticated had more political clout and were ready to build a facility with construction funding coming close to 50% Federal funding. Currently, the construction funding for the various districts in the State of Wisconsin are about at ten to twelve percent level. We then are faced with the fact that those districts that can least afford to build are going to be those districts that get the least amount of federal dollars percentage wise and dollar wise for their construction program. It is a rather cruel hoax that time has played upon these districts because the current inflationary trends for construction appear to be at an excelerated rate of 16 to 20%. Thus, while a district may wish to develop its building program in stages in an effort to acquire a 10 to 12% Federal construction monies, it's falling behind in its race to overcome the inflationary trends. This then should be construed as a plea that this Council consider placing monies to vocational education legislation which will assist in the area of construction." And I might add to that that we would requrest that a review of the current construction fund allocation procedures be considered to bring all districts to a common level of facility development. The third concern is that of trying to fulfill the vocational education mandate which states that all residents of the State shall be afforded equal vocational education opportunities. We feel that we're doing a good job and will continue to try to do better. We are held at certain levels of performance, however, by the availability of funds. Our district with its unique population, employment, and size characteristics finds it difficult at present to provide what we feel is that "equal vocational education opportunity for all." We strongly urge that this Council adopt an equalized aid formula for the VTAE system. Equalized aid formulas are not new to education and have in general proved worthy of legislation for other systems. The VTAE system must adopt this method of aiding the districts in their efforts to provide that equal vocational education opportunity. Thank you for the opportunity for this presentation.

ALLAN MAY, LOCAL VOCATIONAL EDUCATION COORDINATOR, MENOMONIE PUBLIC SCHOOLS, MENOMONIE, WISCONSIN

Good afternoon. My name is Allan May and I represent the Menomonie Public School District. My role is Administrative Assistant to the Superintendent and a portion of my responsibilities are those of a Local Vocational Education Coordinator. The Menomonie Public School District, of approximately 2,850 students surrounds the city of Menomonie, a city of approximately 12,000 people. The University of Wisconsin-Stout is located in Menomonie and the surrounding area is primarily agricultural.

The Menomonie High School was one of the thirty-four schools in Wisconsin that launched into a three year pilot program in 1965. The pilot program sought to test new directions in vocational education as contained in the Vocational Education Act of 1963 and assisted in identifying basic needs in Vocational Education. After three years of struggling through developmental activities it was found that many students were being reached with an effective learning experience not previously available to them. Follow-up studies, one of the ultimate determiners of success, indicated that students were successful in obtaining and maintaining jobs following graduation. We have continued to provide vocational education at the senior level at Menomonie High School and have greatly expanded the program over the past four years. The reason the program has grown in quantity as well as quality is due to the direction posed from some basic needs assessments and how they relate to vocational education programs. The basic needs assessments that I am paying direct reference to are: 1) the student interest survey of students in grades nine through eleven where we are provided with the extent of interest in any given area as well as interest trends throughout a given class, 2) the six month, two and five year follow-up studies where we can determine educational or occupational success, the liabilities and assets of our educational program, the degree of assistance provided our former students, and to where they migrate upon graduation, 3) the large geographic and community manpower surveys where we can determine what current and projected manpower needs are, along with the type and the amount of community, human and physical, resources available to the instructors and students. We have had a shifting trend in the past five years in regard to "where students go" and "what they do". This trend was clearly identified through the follow-up studies as well as the student interest surveys. For example, five years ago approximately 55% of our high school graduates initially pursued a four year college degree and approximately 30% pursued direct employment. However, as a result of following-up on the 1973 graduates, it was found that 29% actually initially pursued a four year college degree while 54% were directly employed in the labor market. Over the past five years there was a complete reversal of intent on behalf of our students.

Now, what kind of impact has our vocational education program had on our students over the past few years? A tremendous impact! For example, our six month follow-up of the 1973 graduates shows, as an average for all of our vocational offerings, that 71% of the students in a Capstone program were employed in the labor market full time in the area of their preparation, 8% pursued a two year post high school vocational program in their area of preparation, 8% pursued a four year college program in their area of preparation, 11% were working, were in the military, or were housewives, generally out of their area of preparation. The amazing point being that only 2% of those students were unemployed! It's not all rosy, however, as the previous stated statistics related only to those students involved in the Capstone programs. The real question, therefore, is how many students out of a given class have been involved in the Capstone program? Fortunately, we have substantial involvement in our Capstone programs which are primarily cooperative occupational programs. We presently have 35% of our senior class enrolled in bona fide Capstone programs of which 37% are boys and 33% are girls. Of all of the students enrolled in the Capstone programs, 77% are participating in cooperative occupational programs. Unfortunately, as previously indicated by the 1973 graduates, 54% of which went directly into the labor market, there is a gap. Approximately 54% are going directly into the labor market and we have 35% enrolled in vocational education. The percentages indicate that approximately 19% of our graduates going directly into work may not have a saleable skill. This is borne out by the fact, which was reported on our follow-up, that approximately 15% of all of our graduates obtained an initial job but could not maintain that job. Of that 15%, 2% of those students involved in Capstone programs had difficulty in maintaining a job. Therefore, it points out the need that we should be doing more for the gap students, those going into the labor market without adequate preparation. Why haven't we done more? Many reasons and many of them common and typical. Some of the constraints for us doing more are lack of space and limited equipped facilities. But the more glaring constraints are: 1) lack of the ability to provide viable alternatives within our vocational education program, 2) cost due to the shared burden of only federal and local support, and 3) stringent certification requirements for instructors. The public school districts need more alternatives within the vocational education program itself. Right now, the average student is not afforded many of the alternatives that are afforded to the disadvantaged and handicapped student. The average, which still represent the majority population in our public schools, also deserve alternatives. To be more specifc, we need alternatives to our present teaching methodologies. We are confined to offering programs where we must establish minimum enrollment guidelines or else the course cannot be offered. The basic truth of the matter is that 100 or 200 students just do not have individual career objectives that fit very neatly within the offerings of those vocational disciplines that a public school can afford to support. We just cannot meet the needs of the students who have rather unique career objectives that do not fall in our present or projected offerings. Can we not utilize all of the elements that makes a cooperative occupational program our best program and still provide more flexibility to our students? The cost of offering vocational education is approximately 1.8 times as much as offering academic education. Yet the cost benefit is, indeed, very high. However, it is becoming increasingly more difficult to convince local boards of education and the local taxpayers that we should be spending more local dollars for meeting the needs of more students when the money just is not available locally. If we truly believe the separate responsibilities for providing vocational education in our state whereby the local public school districts are primarily responsible for providing vocational education for high school age youth and the VTAE districts are responsible for providing vocational education to post high school youth and adults as set forth in the Joint Mission Statement, where, then, has been the state support to secondary vocational education.

The certification requirements set forth for instructors of secondary vocational education are designed to improve our local programs. The requirements have done that in one sense, however, the requirements have also placed limitations for options at the local level. The greatest limitations are set forth in terms of degree requirements. I ask you who would be more eminently qualified and competent to teach a Building Construction course at the secondary level--an Industrial Arts teacher with a very limited amount of work experience or a Chemistry teacher who has contracted and built numerous homes in the past eighteen years and who has been a co-owner of a lumber yard the past two years? In summary, vocational education at the secondary level has made a very significant contribution to the future welfare and the maintenance of livelihood for some of the youth in our schools. However, there is much more that can be done to more adequately meet the needs of all of the youth in our schools. I implore this Council to research the specific needs of the local school districts and make recommendations which will lead to a rewarding and fulfilling life for all of our students. Thank you for your attention.

Question: You mentioned about making the coop program more flexible. Would you like to expand on that a little bit? What is holding you back?

Answer: I made reference to the disadvantaged and handicapped program; I'll layout this as an example. Presently, if we have students who are emotionally disturbed or have the slow learning disabilities, and we cannot find a teacher which has been our case, we can place these students by recommendation of a multi-disciplinary team in special education programs. That teacher in a special education program then can utilize the work adjustment program as they do in special education. She can actually place students on a job and supervise those students irregardless of the discipline area or a given career objective. So what I'm saying here, and I'm speaking partly from the reference of when I was a CESA coordinator for smaller school districts, is that we need more alternatives. They have a greater need than we do in the Menomenie Public School District. If they have the alternatives and I'm specifically speaking about diversified occupations, if they had that alternative, they would be able to utilize the methodologies of coop education and still provide the needs for their students in a very excellent program.

CLARE REJAHL, EXECUTIVE DIRECTOR, WISCONSIN ADVISORY COUNCIL ON VOCATIONAL EDUCATION, MADISON, WISCONSIN

Is there anyone in the audience who cares to make a statement? If not, I'll conclude the hearing by expressing my thanks and appreciation on behalf of the Council for, first of all, those who made presentations and secondly, for the interest which this community has expressed and the attendance we had here today. We have the tapes; they're very popular nowadays. What has been said here and what will be said at the other four hearings will be studied, interpreted, and some recommendations, I'm sure, will come as a result. Thank you very much.

HEARING #2
OSHKOSH, WISCONSIN
OCTOBER 23, 1974

PRESIDING PANEL

Clare D. Rejahl, Executive Director, Wisconsin Advisory Council on Vocational Education, Madison, Wisconsin.

Dorothy Dyken, Member, Wisconsin Advisory Council on Vocational Education, Saukville, Wisconsin.

Joseph Pellegrin, Member, Wisconsin Advisory Council on Vocational Education, Oshkosh, Wisconsin.

Robert Sorensen, Member, Wisconsin Advisory Council on Vocational Education, Fond du Lac, Wisconsin.

PANEL CONSULTANTS

Ruel Falk, Director, Bureau for Career and Manpower Development, Wisconsin Department of Public Instruction, Madison, Wisconsin.

John Kroll, Special Assistant for Federal-State Affairs, Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin.

PRESENTERS

Peter Senn, Member, Wisconsin Board of Vocational, Technical and Adult Education, Campbellsport, Wisconsin 2-4

Ruel Falk, Director, Bureau for Career and Manpower Development, Wisconsin Department of Public Instruction, Madison, Wisconsin 2-6

Eugene Bogard, Field Services Administrator, Moraine Park VTAE District, Fond du Lac, Wisconsin 2-8

Don Schmechel, Carpenters' Union, Green Bay, Wisconsin 2-10

John Vette III, President, Associated Industries of Oshkosh, Inc., Oshkosh, Wisconsin 2-11

Wendell C. Mitchell, Vocational Agriculture Instructor, Preble High School, Green Bay, Wisconsin 2-13

Gary Goyke, Employer, Oshkosh, Wisconsin 2-14

Frederick J. Nierode, District Director, Lakeshore VTAE District, Cleveland, Wisconsin 2-16

Gaylord K. Unbehaun, Superintendent of Schools, Brillion Public Schools, Brillion, Wisconsin 2-18

David L. Bowman, Dean, School of Education, University of Wisconsin-Oshksoh, Oshkosh, Wisconsin 2-20

Ken Schiefelbein, Data Processing Manager, Wisconsin Telephone Company, Oshkosh, Wisconsin 2-22

Mick Furhman, Student, Moraine Park Technical Institute, Fond du Lac, Wisconsin 2-23

Everett W. Marg, Local Vocational Education Coordinator, Oshkosh Public Schools, Oshkosh, Wisconsin 2-24

Harland Kirchner, President, Fox Valley VTAE District Board and President, Wisconsin VTAE District Boards Association, Clintonville, Wisconsin 2-33

Richard Tepp, Local Vocational Education Coordinator, Seymour Public Schools, Seymour, Wisconsin 2-36

Steve Wedl, Student, Fox Valley Technical Institute, Appleton, Wisconsin 2-39

Robin Wrack, Student, Shawano High School, Shawano, Wisconsin 2-40

William M. Sirek, Director, Fox Valley VTAE District, Appleton, Wisconsin 2-41

Fred Ponshock, Director, Bureau for Career and Manpower Development, Shawano Public Schools, Shawano, Wisconsin 2-45

Tim Wendt, Student Representative of Madison Area Technical College and of the Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin 2-47

George Kinsler, Director, Bureau of Program Development, Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin 2-50

Carl Traeger, Principal, Oshkosh West High School, Oshkosh, Wisconsin . . . 2-53

Terry Siefert, Job Placement Director, Oshkosh Area Public Schools, Oshkosh, Wisconsin 2-56

Andrew Stenklyft, Assistant to the Director, Bureau for Career and Manpower Development, Wisconsin Department of Public Instruction, Madison, Wisconsin 2-58

Lonny Hanson, Labor Member, Fox Valley VTAE District Board, Appleton, Wisconsin 2-61

Kenneth Huddleston, Local Vocational Education Coordinator, Cooperative Educational Service Agency #13, Waupun, Wisconsin 2-61

David Wolslegel, Research Coordinator and Local Vocational Education Coordinator, Cooperative Educational Service Agency #13, Waupun, Wisconsin 2-64

Phil Gocker, Local Vocational Education Coordinator, Cooperative Educational Service Agency #8, Appleton, Wisconsin 2-65

Kathy Gunnink, Former Coop Student, Laconia High School, Rosendale, Wisconsin 2-67

CLARE REJAHL, EXECUTIVE DIRECTOR, WISCONSIN ADVISORY COUNCIL ON VOCATIONAL EDUCATION, MADISON, WISCONSIN

Good afternoon, ladies and gentlemen. My name is Clare Rejahl and I am the Executive Director of the Wisconsin State Advisory Council on Vocational Education. This is the second of a series of five hearings which the Council has scheduled in order to accomplish two purposes: first of all, to assess the impact of vocational education in Wisconsin and, secondly, to formulate new or revised legislative proposals for vocational education at both the State and the National levels. I'll first introduce the members of the Council who will conduct this hearing: Dr. Pellegrin from Oshkosh, Dr. Sorensen from Fond du Lac, and Mrs. Dorothy Dyken from Saukville. We also have two experts at the table here who will volunteer answers on questions that none of these people can answer: first, Mr. John Kroll who is on the staff of the Wisconsin Board of Vocational, Technical and Adult Education and Mr. Ruel Falk who is Director of the Bureau of Career and Manpower Development in Wisconsin Department of Public Instruction. Now we have got some ground rules that we hope all of you will follow. First of all, we want everybody to register. Mr. Jarosik will take care of that; he's right outside the door. Secondly, we hope you will hold your presentations to ten minutes. We have a long list of people that want to be heard and in fairness to those who follow you, we hope that you will keep your remarks within ten minutes. I think the members of the Council may reserve the right to question some of the witnesses or maybe all of the witnesses. I think on behalf of the Council I should say that we are tremendously pleased with the size of the group that came here which attests to the interest this community has in vocational education.

PETER SENN, MEMBER, WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION, CAMPBELLSPORT, WISCONSIN

I am a member of the Wisconsin Board of VTAE and, as a member, I'm fairly familiar with the philosophy and the scope of the movement and the function that it serves in our society and the effort that it takes to deliver comprehensive occupational preparation opportunities to the people of this State. I believe in the Wisconsin vocational system not only because it meets the needs of the people but because it is one of the brightest spots on the horizon and addresses itself to some of the difficult problems that are facing our system of government today. In the few minutes that I have here, I'd like to make a few comments about some of the concerns as I see them and perhaps we can go from there. First of all, I want to talk about representative boards. I'm an appointed member of a board. There are several reasons I think that it's important to do business that way. First of all, I was appointed by the governor, and that flatters me to think that a governor of this state would think that I had something to contribute to vocational education. I'm not interested in running for office, not in the least. The representatives include the voices of the community. The employer, the employee, the farmer and others are drawn geographically across a district or across the State. If the board were to be elected, it would not be representative of the same dimensions, and voices outside of the metropolitan center of a district would unlikely be heard. Now it occurs to me that the citizens of St. Croix Falls or Ashland or Crandon feel that all of us here in this room represent a metropolitan area. They even associate me with Milwaukee because we're so close. So a board of this nature helps to eliminate some of this misconception. A layboard assures community involvement. It gives citizens the responsibility to reform themselves and to monitor and control agency activities. It has thus become a very critical part of the checks and balances in our democratic government. By virtue of the representative nature of this board, channels of communications are opened to varied segments of the community opening up new resources and avenues of support. Arguments are being advanced that layboards impede the governmental process and delay necessary governmental reforms. This thinking fails to take into account the function of the layboard which is to maintain accountability to the people and to provide necessary checks on officials to see that the function for which the agency was created is delivered. The layboard works. The pattern for community involvement through the policy board of laypersons and layadvisory committees has proven to be a most effective procedure for administration. It has developed a system in Wisconsin which is second to none. I hope that nothing presently under consideration or to be supported will weaken or remove this important force in the way of doing things. Secondly, I would like to look at local autonomy. If we can learn anything from history at all, the fallibility of man is outstanding. The remarkable thing about the American system is that it has developed a government which is shared at many levels and which provides authority for self-direction and positive ways. The independent contributions of many local groups serve as a balancing force of the misdirection of any one end and at the same time provides the sense of responsibility so necessary to active participation. This has been another key factor in the successful development of the Wisconsin VTAE System. Thirdly, let's look at committee involvement. As I have mentioned, committee involvement is the fundamental principle about which the system operates from a governmental standpoint. This involvement is equally important in the development of programs that are relevant to the labor market which meet the technical needs of employers and lead to the satisfying lives of our workers. Approximately 6,500 experts from all walks of life in the State are now actively engaged in the development and improvement of program offerings in Wisconsin VTAE schools through advisory groups. Vocational educators working with these groups are kept abreast of technical developments and employer needs. They are kept in a strategic position to assess the impact of new technologies and to translate the effect into the instructional process. My fourth point concerns checks and balances. The magic of the American system is the design of systems by which excesses can be brought under control and the vocational system be kept in equilibrium. These systems are presently under attack in a number of ways. The very concept of the layboard is threatened as I have already mentioned. Revenue sharing, integrated grants, executive cabinets and other movements are transferring resources and policy influence from the legislative to the executive function of State government. Pressure continues to create super boards in which the important but varied thrust of education would be submerged into one policy structure. The effects of this approach may be observed in a number of other states, and pressure continues toward the development of a super agency, again submerging the important function of government into a single policy structure. Accompanying this movement is the weakening or removement of the professional specialist in the delivery of these services. I reject completely the idea, for example, of the VTAE system and the University of Wisconsin being headed by one super board. That would be a disaster for vocational education in my view. Point number five deals with resources. For all of our concern about natural resources, our most important resource is the future of our children. Any scheme which diminishes their opportunity, which places regressive burdens on them before they are ready to bear them, which garnishes or obliterates their energy for the future is counter to the American system and to the unbroken heritage that we have enjoyed. We are going to leave a world almost depleted of anything that we know how to use. The least we can do is to share with the next generation the things we have learned and to prepare them in the best way we can to take another step toward solving the problems that we have thus far failed to solve. It's not fair to pull the rug out from under the youth in this country by diminishing our effort in preparing them for life or devising ways of leaving them with the bill and no idea how to pay for it. Slapping tuition on our youths who have committed themselves to the world of work or forcing them to unreasonable debt even before they have a clear idea of what they could be doing is an unworthy act. As you heard, I am a farmer representative on the State Board, there are three of us. And in our vocational system, we have spent a lot of time and effort in the area called agri-business. If you forget everything else I said today, I hope you will all remember that without production agriculture there is no agri-business. There are no plumbers, there are no carpenters, no electricians, or no educators; there's nothing without production agriculture because one of the first things I look for every day is three square meals, and I think all of you would agree. I think it's up to vocational education to continue its emphasis on production agriculture and everything that goes with it. Thank you very much.

Question: Peter, I don't think you can answer this, but the experts probably can.

Answer: Good

Q: I think it's good to have in the record, how many advisory committees do we have serving the post secondary program? You alluded to that in the presentation.

A: I don't know how many committees there are. There are around 5,000 people in our State that serve on local and state advisory committees for vocational and technical education programs.

Q: Ruel Falk, do you know what it is for the secondary level?

A: (Ruel Falk) I can give you a rough idea. We have about 1,200 to 1,400 Capstone programs and each one of them has an advisory committee consisting of 8 to 10 people. There are also six state advisory committees each averaging about 15 to 20 people.

RUEL FALK, DIRECTOR, BUREAU FOR CAREER AND MANPOWER DEVELOPMENT, WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION, MADISON, WISCONSIN

(Mr. Falk read Dr. Thompson's remarks already included in this report on page I-11.)

Question: In your opening remarks, Ruel, you mentioned comprehensive educational program criteria, you talked about pooling of efforts and resources. What if things don't sound good coming out of Washington today and tomorrow, what would happen if our resources became more limited? What happens now to pooling these efforts and resources at the State level as far as these smaller schools? You've heard me say before that I'm concerned about the smaller public schools, and the opportunity to provide comprehensive program offerings is tough. Is there any muscle anywhere to utilize the resources we have, muscle people into trying to develop pooled efforts?

Answer: No, I guess I'd have to say now I'm speaking from my own point of view and I am no longer speaking for Dr. Thompson because she may not agree with what I would say. You're right; but I don't know if I'd choose to use the word muscle. I might prefer the word incentive because I think we do respect local autonomy also and so what we try to do is to motivate them. But as far as any factor now that would do what you referred to as "muscle them into doing it," no, there is nothing.

Q: Oh, I think motivation is the right word, financial motivation.

A: Right, with an incentive there. No, there is no special consideration, no special resources available to them. I think gradually more and more of them are seeing the need and they are probably looking at it more seriously, because about three or four years ago there were already one or two instances. Today we have a number of instances where local, smaller schools are working together.

Q: With success?

A: Yes, with success.

Q: There's no legal machinery presently to accomplish that?

A: No.

Q: Ruel, early in the comments that you made, you indicated that the monies for vocational education coming into the State are split on a 60-40% split between the VTAE system and the public schools. Now, I'm given to understand that they are the only monies that have been specifically designated for the development of vocational programs and the support of such programs in the secondary schools.

A: In the secondary schools? You're right.

Q: Is there any thought in the secondary schools of Wisconsin towards specific categorical aids for the support and development of vocational education? How is that being handled in the DPI?

A: I'm not sure I can respond. I know how it was handled as far as I was involved in it, beyond that I am not sure. I guess the request was prepared for budget consideration. However, I had been informed that it possibly will not go through per se because there was a certain amount of bargaining or negotiation to certain governmental agencies who are rather influential in making decisions, and I believe the what I heard was that if you want to go this route and ask for categorical lending, then your basic aids are going to have to be reduced accordingly. In other words, if you take it out of here, then that's going to reduce that to get this over here, and I'm not sure at this time that in the department or amongst local school boards and administrators they would warmly receive reduction of the basic aid formula in order to get this categorical funding. Now there is one other route that may develop but we're not yet sure. It may have to come some other way and that's being considered at this time. I'm saying I'm not sure it's going to go through as a budget request.

Q: I have another question on another matter. Yesterday, Dr. Thompson had indicated a desire that career development probably should be one of the thirteen standards as contained chapter 89. As you know, it isn't and we have had some concern with this especially the importance of career development, career education in the public schools, and the fact that it is the type of education that is needed by all people throughout their life. I'm just wondering, is there any thought being given in the Department of Public Instruction to making career education, career development mandatory for school districts to implement?

A: Well, I guess the only thing I could say to that is that if the legislature who originally came up with the thirteen standards can now be convinced that career education, vocational education or just basic education should become a part of those standards, yes, then it would become mandatory. Unless there is a compliance with those standards, all aids are withheld. It all depends on those standards. So, what is being negotiated now I don't know. Whether they are going to expand the standards and pick up some of these areas that were missed the first time or whether they can convince the legislature to do that, I do not know. I know it is being discussed and I think that there is some support for it in the department, but how far we'll go beyond that and how successful we'll be in the legislature, I don't know.

EUGENE BOGARD, FIELD SERVICES ADMINISTRATOR, MORAINE PARK VTAE DISTRICT, FOND DU LAC, WISCONSIN

Thank you for allowing me to give testimonry on my feelings regarding the Vocational Education Act of 1963 as amended. The points that I would like to make are the following:

1. Funding of programs should be foreward and continuing. Timely appropriation of funds would make it possible to deliver services with full knowledge that funding is available. The requirement that all funds be obligated by the end of the fiscal year is unrealistic and provisions should be made for carry-over features of unobligated funds or programs beyond the July 1 fiscal year deadline. Provisions for monetary payments of stipends, scholarships, loans, grants, etc., are presently not sufficiently flexible to serve special needs of students. The best approach to solving this problem would be the provision for block grant of money, which would be awarded to the local school or sponsor to be distributed to the students on the basis of personal needs as determined by the local sponsor. The local sponsor's plan for accountability of these funds and services including authorization to deviate from the basic format, would be submitted to the State Office on an annual basis.

2. Funds which are available for staff development should be used primarily to train staff persons who work in programs for the disadvantaged and handicapped. Graduate programs, conferences, and seminars should be made available so that staff development of these persons can be organized, progressive, and conducive to the development of professional competencies.

3. Funding should be expanded. The present law is working well in most instances, however, the amount of funds needed to carry through with all the vocational and technical education needs of the nation and the state is woefully inadequate. The Congress should be aware of the fact that vocational education is the way of the future and that funds for higher education, while only serving 20% of the population, far exceed funds for vocational education which serves the

rest of the population.

4. Categorical restrictions should be removed in serving special need persons. The categorical restrictions have prevented local schools from providing comprehensive student need fulfillment in that local schools must write separate proposals for homemaking, handicapped, disadvantaged, as well as specialized activities. The law should contain provisions for serving special needs at the same percentages as presently allowed (i.e. 25%), but these funds should allow for comprehensive program planning at the local level which is not possible with categorical funding. In addition, at least 10% of the funding allocated to the local area should be available to the local sponsor of the program for use on a flexible basis as the need arises.

5. Consumer and homemaking provisions should be specifically identified for funding under tha act because of the increasingly urgent need to combat continuing and wide-spread shortages with consumer education. Consumer education, as well as career education, should not be solely identified in the act, but should be given identity in the Elementary and Secondary Education Act to reach persons at a younger age.

6. Revenue sharing of vocational, technical and adult education funds should not be requested at this time. The Comprehensive Employment Training Act is an example of local revenue sharing and until such time as this is well developed and well accepted with reduction in total administrative cost, there should be no further attempts at revenue sharing.

Question: Early in your statement, Gene, you mentioned that forward funding and carry-over funding should be permitted, and I think the inference was because of inadequate planning or loss of funds. Can you recall any examples where funds were lost because of a lack of forward funding or where inadequate programs were implemented in the haste to spend funds?

Answer: Well, I guess I'll respond to the first portion of your question first saying that if were funds lost, I'm not aware of that. I would say, however, that the Tydings Amendment which was passed, helped. However, the people on the local level never knew that at the time they were planning programs. So, therefore, they had to crank features into the programs which would spend the monies as best as possible. So therefore, I'm sure that if they knew that funds could be carried over into another fiscal year in advance, then more careful planning could be done. I do know that in our particular district, there were instances of programs not being implemented because the funding was not there soon enough. The local district would not commit itself to the program until they were assured of the matching federal funds.

Q: The shortage comes to the clients in that you may have a staff one year and wait to rehire them but it's questionable. That staff seeks greener pastures, leave, you get funded and then you start over again in your retraining program of the staff. That way your clients are the losers?

A: Right!

DON SCHMECHEL, CARPENTERS' UNION, GREEN BAY, WISCONSIN

Thank you for the opportunity to speak to you about vocational education in the state of Wisconsin. I understand that the purpose of these hearings is to assess the impact of vocational education in Wisconsin and to formulate new or revised legislative proposals for vocational education, both on the national and state levels. I believe all of you are familiar with the relationship of labor to vocational education. The benefits of this relationship are known to all of you, and I am sure you have heard about them in previous hearings. As a result, I would like to use my time to comment on the legislative proposals before us. First let me discuss some issues at the state level.

1. I believe it is very important that we retain appointed VTAE Boards at the local level. As you know, there has been some effort to move toward elected boards. I believe this would be a mistake. The appointed board provides for equal representation. It must include two employers and two employees. It seems to me that such a balance is essential. There is no way that an elected board could duplicate that arrangement. We should also look at the track record of local appointed VTAE boards. In my opinion they have done an excellent job, and it would seem foolish to me to abandon a system which has served us so well.

2. I believe that state aids should be equal for trade extension and post secondary programs. As you may know, regular one and two-year programs now receive about $900.00 per year in state aid. Our night time trade courses get only ½ of that amount. It seems to me that trade courses at night for journeymen are just as important as those offered during the day for entry level skills. I strongly support equal funding for all students in the VTAE system.

3. I also believe that "the rule of 10" should be continued for state aid. This means that even if there are six or eight students in an apprenticeship class the district received aids for 10 students. This is very important. Sometimes we cannot bring 10 apprentices together for related training. "The rule of 10" allows us to serve them anyway. Without it I am sure that local districts would have a tough time offering related training to groups of apprentices under 10 in number.

4. I believe that vocational schools should not charge tuition. Let me explain my position. Vocational schools have served the student who had little money. Vocational education to such people has often meant the difference between failure and success. Tuition could be the straw that broke the camel's back for many of these people. Vocational education is already expensive for many. Books, tools, and uniforms are often required. I do not think we should add the additional burden of tuition.

In addition to these four points on state legislation, I would like to offer you one more comment on the federal law which, as you know, is the Vocational Education Ammendments of 1968. I believe that apprentices training and extension education must receive more support. Let me explain my reasons. The federal dollar for apprentices and extension education now goes for instruction only. It does not support equipment and other expenses. That was satisfactory in the 1960's when a tradesman learned his skills on the job and his theory in the classroom. We are now beyond that point. The skill is as complecated as the theory, and we need to learn the skill in the classroom. This means that equipment is needed for apprentices and for journeymen in vocational schools. We all know that such equipment is very expensive. For that reason I am suggesting to you that federal funds be increased for apprentice and extension education. Technology has changed theory and skill. I hope that vocational education can meet these changes by continuing its efforts to train our people. Thank you for your attention to my remarks.

Question: I have one question and I don't know if you feel comfortable speaking for the people you represent but how do you feel about reducing the compulsory attendance age for secondary school students and have them go into vocational schools without making it mandatory?

Answer: Well, the only comment that I could make to that is because of the fact of their age, it may be a little bit more difficult for me to place someone of a lower age into an apprenticeship situation. It would be very difficult for me to do this because the competition is extremely keen in this area and we'd actually like to have them have all the experience they can. I can only allude to the fact that I don't think they necessarily have to be college educated or anything or have this high degree of skill, but they have to have the basic things that would get them into the trade.

Q: Does your trade right now require a high school diploma before they can apply for an apprenticeship?

A: This is a fact right now or a high school equivalency of GED. This is an absolute mandatory situation to become an apprentice in the State, carpenter apprentice I should say.

Q: I have a question that may be a little related to this and that is that if we increase the offerings in vocational schools and provide more in the way of training, is the union in anyway perceiving this as a way of reducing the time an apprentice spends in that category and will this reduce the time required to get him at a journeyman's level?

A: No, I think this would be an addition to. In fact we're asking to extend these, we're rightly concerned with even extending the journeyman's retraining situation. Technology has changed and we're asking for the opportunity for the journeymen to get into this also. We're not asking for any shortening of anything if I understand it correctly.

JOHN VETTE, III, PRESIDENT, ASSOCIATED INDUSTRIES OF OSHKOSH, INC., OSHKOSH, WISCONSIN

My name is John Vette, III, I reside at 5050 Lake Road, Oshkosh, Wisconsin. I am Assistant to the President of SNC Manufacturing Company, Inc., located here in Oshkosh. I am also President of Associated Industries of Oshkosh, Inc., a manufacturers association composed of leading manufacturers and employers in the area. We welcome this opportunity to appear before this Advisory Council and applaud the interest and participation at these "oversight" hearings being held throughout the state. The Vocational Act of 1963 and its amendments have been a step in the direction towards overcoming the concerns of industry as regard to vocational education. Locally our Association and its member companies support the Capstone Courses in our High Schools, the Pride program and the recent implementation of a placement service for those who will enter the job market at the end of their school program. The courses at the Fox Valley Technical Institute as well as the tailor-made courses at the Oshkosh location are realistic and practical. Especially at a time when our country is riddled with the economic migraines of employment, wages, rising costs and in some areas skills shortages; the need to retain and expand Vocational Education as a viable means for training tomorrow's skilled workforce is self-evident.

In appearing before you today it is Associated Industries view that more and better vocational education should include instruction on the concept of business in general as opposed to training for jobs in particular. There appears to be a need for programs to train the educators in the vocational related field rather than more emphasis on training the student. Students at all levels of learning often are notoriously misinformed about business and jobs. Many students think of business as a cold, callous money-making machine offering little for the creative individual.

In high schools for instance, often little is done to challenge students' misconceptions about work. Teachers and counselors, immersed in the daily grind of their academic chores, sometimes harbor the same misconceptions that students do. Questioned about different job situations by their students, they often find they cannot offer any detailed information. At best, their advice to students is vague, at worst non-existent. Realizing that educators play a major role in disseminating knowledge to and shaping attitudes of students, we propose programs to bridge the information gap of vocational educators. Programs that stress what jobs offer the student on an individual basis. Also, programs that would establish the teachers as understanding the world of work, i.e. the free enterprise system, capitalizing the need for profit motive, and the responsibility that each individual has toward increased productivity to maintain our standard of living. Then educators will be of more practical help in this overall field of vocational education. Future funding both in the regular school system as well as the vocational system should be earmarked for these purposes so teachers will know why there are jobs in the community, what the jobs requirements really are, and what they need to know to be of more practical help to students.

Question: I have a comment I'd like to make. One of the State Advisory Council's studies that we reviewed recently in Arizona based their study on students' reactions after they graduate from high school. One of the things it showed was that students are much more influenced by their parents in their vocational choices than they are by their guidance counselors or teachers.

Answer: Well, that's quite interesting. I would assume that, I'm speaking for myself now, many students would be quite interested in what's coming up next, and they go to all sources of information. As a parent of three children much younger than the job market age, I realize that they need their counsel from the outside as well as from parents. Some times advice isn't always taken 100% from the family, but your comment is interesting, I wasn't aware of that.

Q: I think I was surprised at it too.

A: I think one symptom that we see, and this is typical in all companies, is that the applicants for jobs are concerned with the rate of pay and the fringe benefits and so forth. There's a lack of the work ethic. This part of the country is great compared to a lot of areas, urban areas. But it's declining; it's not like it was 20 years ago. A person gets up and is bright-eyed and bushy-tailed to do that job well, and there's a reason to do a job well, for your own-self and for your organization. It all goes back to productivity and not what President Ford is talking about, things that involve our standard of living. We think that educators can be a great help by informing and perhaps inspiring kids to do a good job. Yes, sir.

Q: Going along with that, I think the business and industrial people great pride in Wisconsin in all vocational education. I would strongly encourage you, then, from a chamber or associated industries group that you strongly encourage your people who are called upon to be advisory committee members to individual programs to take an active role in it. There is the place. You don't find advisory committees functioning as effectively as they do in Wisconsin throughout the rest of the country, and it's only through active advisory committees that we're going to get effective advisory committees. When we call meetings, I know the pressure of the job in the plant takes priority and it isn't unusual sometimes to go into advisory committee with half of them missing. I can't emphasize that enough. Here's an excellent communication tool from you to us at the local level in the local program. I think you'll shape not only the vocational educators but teachers in the general education area also. I can't help but encourage you to encourage your people to do that too because I think we got a real going machine and I would like to keep it going.

A: Thank you; I hear what you are saying.

WENDELL C. MITCHELL, VOCATIONAL AGRICULTURE INSTRUCTOR, PREBLE HIGH SCHOOL, GREEN BAY, WISCONSIN

Gentlemen, as a teacher of Vocational Education in Agriculture for thirty-one years on the secondary level it is with real sincerity that I appear here this afternoon. It is my hope that I can relay to you and to the public; my feelings of the need and value of Vocational and Technical Education. Vocational Education has been gradually growing over the years, but has made rapid progress and growth the past 10 years. Prior to that time many seemed to feel that Vocational Education was for everyone's children except their own, or they wanted a college education for their children, feeling I am sure, that Vocational Education was inferior. We still must have college trained people, however, a drastic change has taken place in the minds of many people, who today realize that the majority of our students are going to go into the labor market shortly after high school graduation and will not be going to college. These same people have come to the realization that these graduates must receive some additional training. This is where we as Vocational and Technical Educators have entered the picture. I do not intend to be critical of our Vocational program; I intend for my comments to be construed as constructive, and hopefully, will help to improve our programs in Vocational Education in the future.

MITCHELL

First let me say that I believe that our Secondary Schools should have categorical funding for Vocational Training on the State level. Presently, our only funding is through our Federal programs or on the local level. Why shouldn't these programs be funded by the State as well? I feel that these monies should not be designated for instruction or supplies or machinery, but some of this money must be put into facilities (buildings). Many of our Vocational programs today are suffering, and seriously, due to the lack of facilities or inadequate facilities. Without proper facilities it is impossible to teach occupational skills necessary for students to achieve. Our laboratories must be organized and equipped to do a satisfactory job. We are doing very little relative to Vocational Guidance in our schools. Some type of Career Education is desperately needed and should be implemented in our elementary schools and carried through our Junior and Senior High Schools. We need more exploratory courses where a student would be allowed to spend time in several different areas to become familiar with several vocations if he is to make the proper choice for his future. We need help to add and promote worthwhile programs in areas that train for real life situations. Additional educational research is badly needed in many fields. We should be using some of the knowledge and experience of the "old timers" both in education and industry instead of retiring them. A real problem that we have today is that we have many people without Vocational backgrounds or knowledge that are making the decisions relative to our Vocational Education program. We must have additional supervisory help in the Vocational areas both on the local and state levels. Times are rapidly changing; teachers must be kept abreast of the times. Updating teachers to their responsibilities is essential to insure the necessary results in the classrooms. Many of the vocational teaching materials that we are using in our schools is out-dated while industry has considerable new materials. We must have industries assistance and concern. I feel we must also find ways to encourage and get technically trained people into the educational setting.

In conclusion, I am sure you are aware of my opening remark relative to finding on the State level as well as our present funding procedures. I am sure you realize, as I do, that practically everything I have said relative to our real needs and problems involves money; money for facilities, money for teaching materials, money for equipment, money for instructors, etc. It would be a failure for me to say that we have not done an adequate job in Vocational Education up to the present time under the circumstances, however, a much bigger job is presently upon us. We must formulate and arrive at new legislative proposals that will involve funding for Vocational Education both on the national and state level.

GARY GOYKE, EMPLOYER, OSHKOSH, WISCONSIN

Thank you very much for having those of us who are directly related to the programs that you're concerned about have a chance to appear. I am a pizza flipper, and I manage a pizza parlor here in town. I'd like you to know that our school board is one of the happiest school boards in the state of Wisconsin and, except for the members that eat anchovies, they have done a good job. I have never received five minutes of vocational education; I have never received any counseling. I have a college degree and I have never been concerned about it. However, in the last 2½ years, I have become aware and, in the last year, I have become a person who has worked closely with two aspects of it. I see it as an equalizer. I think this is important for a person who is new to the concept to understand. I see it as an equalizer and as a changer of some ideas, and that is that experience and theory are related, as someone had mentioned before, and that they should not be separated and that in many instances this is the case. We talked about, today, many of the different problems that have come up with this. One of them that career development should be one of the mandatory State standards. I absolutely support that. I've worn several hats the last few weeks and some of you might be aware of that. I do think that there should be another standard and that this should be one of them made for the state of Wisconsin. One of the things that I would like to see in programs and discussions for those of you who are on boards is my accountability as an employer. I now receive a slip in the paper and I fill it out and I send it back in. I'd like to be worked with a little closer. I'd like to have somebody other than the secretary put a stamp on an envelope and send it to me. I'd like to be part of the meetings, I'd like to go to some of the counseling sessions. Not that I have all that much time to do it, but I think that many of us who are involved in this to a degree would like to know more and would really welcome the chance to be part of as many discussions as we might have the time. And one of the things I really support for your programs is staff development. I think this is one area that should be greatly expanded. Another area that I support is consumer education as we talked about it. I am vitally aware of shortages, and you hear about them and you feel them and you try and live through them, and I think a consumer education program in different school districts would help a great deal on some of this. A program that I have been involved with in the Oshkosh area public schools is the work experience program. I have several boys who are members of this in the Pride Program which has been a new concept in the educational system here. I've worked with these programs and, as I can say just in closing here, that I am the person who has benefitted the most in education from these programs as of right now. I hope that we've been able to help it, help the students who worked for me. I certainly see this as a step in the right direction as some improvements have been made. One other point and this is just a personal opinion from an employer's standpoint. It's the compulsory education issue. I could see some flexibility in it from age 16 to 18. I don't think we should say that a person should quit school at 16. I think we should keep it. But I would like to add the word flexibility in there so that in those two years there might be some more room for a student to be able to mature in a different area. Thank you for your time.

Question: Ther term equalizer, equalizer for the students?

Answer: Absolutely.

Q: In other words, they begin to find themselves...

A: Well, first of all, in the case of two people that I hired. I would not have hired either of them if I had not known something about the background of the program in which they're working. You get 150 applications for four positions, and so you say, well, I'll take Joe Cream of the Crop and Mary Cheerleader; I'll take the goodies. People tend to say, well, I'm not going to work with this, why should I? And so, I decided that I was going to and they turned out to be two of the best employees I have had. In fact, I put them in charge of the whole daytime operation. They were both under 18 years old. One is going onto a better paying job at a foundry and another one has gone back to school. So I found it as an equalizer because people are going to be prejudiced and say, well, I'm going to take this and not even consider the other side of it. I really see that as an advantage.

FREDERICK J. NIERODE, DISTRICT DIRECTOR, LAKESHORE VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT, CLEVELAND, WISCONSIN

My name is Frederick J. Nierode. I am District Director of the Lakeshore Vocational Technical and Adult Education District. I am also representing the Moraine Park Vocational Technical and Adult Education District, the Fox Valley Vocational Technical and Adult Education District and the Northeast Wisconsin Vocational Technical and Adult Education District. These Districts represent four of the sixteen in the State of Wisconsin. They include all or parts of nineteen Counties in Northeast Wisconsin, approximately 10,700 square miles, and a population of approximately 1.1 million. We have a long and proud history of vocational education in the State of Wisconsin. From its beginning in 1911 when the State Legislature created the State Board of Vocational Education, this system has not only flourished in meeting the needs of people age 16 and over to prepare for occupational employment but it has been a national leader in the establishment of these programs and services. Over all of these 63 years, the primary purpose of our Wisconsin State System of Vocational Technical and Adult Education has been and continues to be threefold: 1) to help people prepare for a job, 2) to help them find a job, and 3) to help upgrade them on the job or retrain for a new job. The passage of such Federal Acts of Congress as the Smith-Hughes Act, the George-Barden Act, the George-Dean Act, the National Defense Education Act, the Vocational Education Act of 1963 and the Amendments of 1968, and the Adult Education Act served to enhance and expand the delivery of vocational, technical and adult education in Wisconsin and the United States. Each Act in its own way made it possible to do a better and more comprehensive job in meeting the occupational need of citizens - in secondary schools, in post-secondary schools, the handicapped, the disadvantaged and those with special needs - in all fields - home economics, agriculture, trade and industry, distributive education, business education and health occupations. These Federal Acts have further served to expand and give special attention to vocational teacher education, placement and follow up of graduates, scholarship and financial aids, improvement of instruction, leadership development, research, purchase of equipment and construction of facilities. This system of allocating Federal funds to the Wisconsin State Board of Vocational, Technical & Adult Education and in turn to the local Districts provides the opportunity to reach out, develop and provide these educational offerings to groups of adult citizens who might otherwise not have been served. These funds provide the impetus that is needed to get many courses, programs, services and facilities underway.

In our own four Districts, we can point to the Federal funding in such projects serving correctional institutions, career education, environmental education, child care, adult basic education, consumer education, pre-vocational education, education for migrants, guided studies for students with deficiencies in science, mathematics and communications, vocational assessment and many, many others. Without the Federal lean money, many of these things would or could never have been accomplished. Federal funding has and continues to play an important role in apprenticeship training, trade extension, purchase of equipment and construction. In the past five years, these four Districts have either constructed or are in the process of construction, of over 25 million dollars in new campus construction with Federal funding of approximately ten to twenty-five percent. In the past three school years, Federal funds received in these four Districts has exceeded

3½ million dollars. In 1971/72, it amounted to $1,069,912; in 1972/73, $1,514,291; in 1973/74, $1,122,341. A detailed analysis of these Federal funds in construction and special projects is listed in the attached Appendix.

The value and impact of vocational, technical and adult education in these four Districts can be fully appreciated when it is noted that in the 1971/72 school year there were 2,013 graduates of full time programs in the four Districts; in the 1972/73 school year, there were 2,120 graduates; and in the 1973/74 school year, there were 2,136 graduates. The total number of students served in all programs, both full time and part-time and special for the 1973/74 school year was 65,715 students. Vocational, technical and adult education has indeed played a major and significant role, not only in these four Districts, but in the State of Wisconsin and these United States as well. In these critical times, it is exceedingly important that vocational, technical and adult education be given not only the same amount but additional emphasis if we are to meet head on some of the economic challenges that face us today. The roles of the local Boards of Vocational, Technical & Adult Education, the cooperation and support of business, industry and labor, the State Board of Vocational Technical & Adult Education, the State Advisory Council on Vocational Education, can not be underestimated. All of these agencies working together can assure that we will in thid day continue to expand those frontiers in vocational technical and adult education which our fore-runners and predecessors so wisely put together and established initially in the State of Wisconsin in 1911 and the Congress of the United States in 1917. We can not fail to do our part. We need continued and expanded Federal support and funding if this system is to continue to play a major role in educating people for the world of work.

Question: Thank you, Fred. I was just wondering is there any comparative data that you know of in your role that would give us an indication as to how Wisconsin, the vocational system in Wisconsin, would stack up against vocational systems in other states?

Answer: I don't have any comparative data myself. I'm sure that someone in our state office probably does. But in all of the national meetings that I have attended, I think most states look at us wondering how can we do the job that we're doing in this state. I'm quite sure that we must have one of the, if not "the", outstanding system. But I cannot give you any specific data.

Q: I'd like to kind of challenge you in a way I guess.

A: Okay.

Q: First of all, I really want to say that I wouldn't be on this Council if I weren't supportive of vocational education. You and many of the other speakers so far have really made a plea in a way for increased federal and state funding. And I would like to see vocational education develop and expand because of the local need and demand rather than because of a federal or a state directive or a state or federal carrot held out to each district. Don't you think that's possible?

A: I think it is and I think we have really illustrated and demonstrated that as well in this State as any state in the nation. We are not dependent on federal funds for the continuation of this system. This system is going to continue in the state of Wisconsin primarily because of the support and the funding on a local basis through our property tax system. However, the federal funds have usually given us an incentive to enrich the programs and offerings that we do have. In this State, I think we can point with pride that we did not wait for federal funds to start a vocational-technical system, we are not fully dependent on federal funds. If you look at the ratio of federal aid as compared to state aid and local property tax aid it would be less than 10%.

Q: (Clare Rejahl) Mrs. Dyken, are you saying that you think more support ought to come from the local community?

A: (Mrs. Dyken) Well, it seems to me that when over two-thirds of the state of Wisconsin is experiencing over 6%-6½% unemployment and we keep getting complaints from employers that perspective employees are not qualified, that should be demand enough for us to be expanding our vocational program.

A: (Mr. Nierode) I think that it is right at the local community. I cannot speak for all of the district directors, but we do not depend on federal funding to offer the types of offerings and programs and serving the students and the local population. This is all additional incentive money to do new things and perhaps creative things.

GAYLORD K. UNBEHAUN, SUPERINTENDENT OF SCHOOLS, BRILLION PUBLIC SCHOOLS, BRILLION, WISCONSIN

The Brillion Public Schools have been involved in vocational education since the early days of the vocational agriculture and home economics. Our school was also involved in a business education and industrial arts program long before they became eligible for federal reimbursement. With the advent of the new federal aid program for vocational education, Brillion moved quickly to expand their programs and gain eligibility for federal reimbursement. We first moved to form a cooperative of four schools (Brillion, Reedsville, Hilbert, Stockbridge) to transport students to a central facility rather than each of us trying to duplicate facilities on an individual basis. Two courses were set up initially that were geared directly at major business and industry needs in our community. The two courses were entitled power mechanics and industrial operations. In power mechanics we start with the one cylinder gas engine and go through all the automotive systems and end up touching on deisel engines in a two year curriculum. In industrial operations we survey the areas of welding, machine shop and foundry in the first year and allow the student to concentrate in his career choice of the three areas in his senior year. Last year we started a third course in our four school cooperative which is funded as a two year "pilot program" for training in "maintenance skills." This program is geared to cover skills needed in care maintenance and repair of all buildings and grounds types of employment. It is also geared to provide the opportunity for multiple exit points for more specific employment in various fields such as masonry, plumbing, carpentry, landscaping, electrician, etc. Shortly after the implementation of the 1968 vocational act, we updated our business education program with the capstone courses to qualify for federal aid in that area. We have since developed a cooperative program with Hilbert and they send their students to our school to share facilities and equipment that we have available. We also started this year to have students from Hilbert sent to our school to share our vo-ag instructor and facilities. Their school had discontinued vocational agriculture several years ago because of small enrollment, lack of facilities and a waning interest in vocational agriculture. Cooperatively we feel that we have the capability of developing a very strong agriculture program. Our home economics curriculum, staff and facilities have expanded and we are now in the process of developing a fully funded consumer education program.

We have a concern in that the delivery of federal funds in vocational education are slow in arriving and we never know at what level we will be funded until well after adopting the local school budget. We would hope that at some time forward funding would be developed to the extend that the department (DPI) would know well before the school year began the amount of money they would have available for distribution. We realize that the intent of the vocational act is to provide seed money to encourage schools to develop programs to some extent on an experimental basis and to assist in providing "start up" costs. However, we are well aware that the per pupil costs in vocational education are much higher than in more basic academic subjects. We wish that provision could be made for federal funds to be maintained at a higher level throughout the life of the program. I have a concern that the State of Wisconsin should come to grips with the problem of the dual standard for minimum age for dropping out of school which is 16 in most schools and 18 in some districts. I am also concerned that the responsibility for educating the student at the high school and post high school should be defined and state aid programs designed to assist in the special needs that exist for that portion of our school population that finds their needs not being properly met at this time. I, personally, feel that the responsibility for education to a designated level should be assigned specifically to the public elementary-secondary schools to age 18 or graduation from high school. This would require some special programs and cooperative work-study experiences as well as some innovative experimental vocationally oriented programs. The role of the area vocational schools should be reserved for the post high school student. I am sure that there are areas where the local high school and the area vocational school can cooperate to the mutual advantage of both. Special funding may be needed to help many schools meet this special "drop out potential" need for relatively small numbers of students. Whether this comes from the state or federal level is unimportant but it must be made available from some source other than the local property tax. To fail to reckon with this problem is a waste of talent, a potential hazard to society and ultimately an even greater demand on public financial resources in a variety of programs ranging from welfare to prison. We are proud of the vocational programs we have in our school and our cooperative efforts between schools, but we still have 2.2% students a year that drop out before receiving their high school diploma. However, some of these students have personal and family problems that are always going to be difficult for a school to serve regardless of the type of curriculum and educational program we try to provide for them.

Question: Gaylord, this may be unfair to ask but do you have enrollment figures that would indicate a comparison of the enrollment now in your cooperative venture as it was when you started? What kind of growth is that experiencing?

Answer: The enrollment within the particular courses?

UNBEHAUN

Q: Well, the number of students being served by the coop now as compared to what it was.

A: Less than 100, we have about 148 right now.

Q: 148 served by the coop?

A: About a 50% increase on that basis.

Q: Is that a maximum capacity?

A: Well, our instructors think so.

Q: You mentioned that some special funding for the potential dropouts that should remain in the secondary school system. Do you have any idea for the special funding or where that would come from?

A: My particular suggestion was aimed at the idea that either through state or federally authorized programs funds, the DPI would allow room for schools to develop innovated programs and provide some Capstone type funding for those particular courses, whatever they may be. I think that all of us would have to put our heads together to decide what is appropriate within our community and each community would tend to vary to some extend around the state, also.

Q: The other comment that I would make has to do with your comments concerning the 18 year old mandatory age. I think this committee addressed itself to that at one time and went on record as supporting 18 year old as being the mandatory age. I'm happy to see that at least the State Legislature at the present time is attempting to resolve this issue. I believe we have a no man's land between 16 and 18 for many students in the State of Wisconsin today. I think it is unfortunate for the student. I think it's unfortunate for the community, for the State as a whole, and I think it's unfortunate from the standpoint of the educators that are trying to deal with the situation and not really knowing where accountability is being assessed at.

DAVID L. BOWMAN, DEAN, SCHOOL OF EDUCATION, UNIVERSITY OF WISCONSIN-OSHKOSH, OSHKOSH, WISCONSIN

Thank you for inviting me to share comments regarding vocational education in Wisconsin. Let me begin by addressing those programs related to vocational education with which I have had the most direct contact. For some many years I have observed the highly effective student intern program operated by Oshkosh Area High Schools in the preparation of young people for specific vocations. In the past several years, the College of Education has participated directly in this program hiring one intern each year. We have found the program to be mutually advantageous to us and to the students. In fact, one of the first student interns was hired following her internship and is secretary to an assistant dean in the College of Education. I realize that in addition to secretarial interns, this program has provided opportunities for vocational experiences in such areas as Food Service, Data Processing, Electronics, Automotive Mechanics. I should like to commend the Oshkosh Area Public Schools and vocational directors who have developed this fine program. I would like to suggest, however, that such a program might be widely expanded to provide vocational experiences or at least introductions to vocations for all high school age students. Milton Gold in a book entitled Working to Learn (1951) designed a high school program in which every student would be provided a series of work opportunities in professional and nonprofessional vocations along with their academic pursuits. It seems to me that such an ideal is still worthy of pursuit in the interests of aiding young people in the wise selection of a career. It might well be that the suggestions of Mortimer Adler in the recently televised series of UW-O, "Seminar on the Seventies -- Education for a New Time," should be considered. He suggests that a young person should complete his general education at approximately 16 and have two to four years of work, service, and life experiences before continuing educational pursuits of a general or career oriented nature. The intern program and other work experience programs, as excellent as they are, represent a mere scratching of the surface.

Secondly, I would like to say a word of support for such programs as Project Pride, organized in cooperation with and supported by vocational education agencies. The vocational education agencies are to be commended for identifying and attempting to deal with the problems of disenchanted high school aged learners while so many in the academic community tend to deplore yet ignore the problem. The College of Education has been privileged to work with the development of this project since its incipience, and we consider the laboratory that it provides for teachers in training as one of our most valuable. In addressing university-vocational school cooperation, I should like to emphasize the obvious. More cooperation is necessary and desirable! Fine facilities, faculties, and programs such as exist in the Fox Valley Vocational and Technical Institute and on this university campus should be carefully examined by appropriately constituted committees in areas of mutual interest. Somehow or other, the existing fee disparities which tend to discourage easy transfer of credits of students and hamper cooperative program development need to be addressed with imagination and creativeness. In my judgment, the State of Wisconsin needs to diminish unnecessary duplication of effort and competition for students and accentuate cooperative efforts to provide, more efficiently, equitable post-high school educational opportunities.

Question: Not a question, but possibly a comment. Many vocational educators, maybe I should say most, myself included in this, have perceived higher education as the wolf at the door and when we talk about cooperation, it's almost inviting the wolf inside, again. I guess the comment that I would like to make at this point is that I think we could dispel that kind of thinking and certainly the fears that accompany it when we look at the cooperative ventures that have taken place in this community where we have shared responsibility. We have shared planning, and because of this and because maybe it received a little forethought before it was implemented, it has been beneficial to both higher education, the school system, and all people involved in vocational education. And I guess most importantly, is that because of this cooperative planning and cooperative effort, the students have really benefitted from this. And I guess, David, that would be my comment.

Answer: Both the students at your level and the higher education level.

KEN SCHIEFELBEIN, DATA PROCESSING MANAGER, WISCONSIN TELEPHONE COMPANY, OSHKOSH, WISCONSIN

Let me say this afternoon that I once had a professor when I was in school and he said, "The best part of any speech is to be bright, be brief and be gone," and I'm going to sure try that this afternoon, believe me. As data processing manager for the Wisconsin Telephone Company, I have been directly involved in the data processing area for over five years. Our company has participated in various vocational and educational programs over the last eight years and this, of course, includes the coop program with the local high school here. During this time, we have hired some eight coop students through the Oshkosh High School vocational education program; and I might add that we have found each of these students to be excellent employees and that all eight have remained on as regular full-time employees after their internship program. For the last three years, I have been active on the Oshkosh High School Data Processing Advisory Committee and have found that, through this board, I have been able to monitor and channel activities of programs for the improvement of updating skills for students enrolled in the coop program and who are seeking future employment in industries in the Oshkosh area. It is my feeling that this program provides well-trained young people and gives them talents and expertise in areas which industry has found to be most beneficial to its needs. And further, it is my hope that this program may continue in the future and be strengthened and updated as time and technology dictate so that a greater number of young adults may enter the work force with defined goals, purposes and have the training and background to carry them out. I think this really is important. It's so important that the children today or the young adults coming into the work atmospher have a purpose and a goal and have the training in order to carry that out. I feel strongly about this, and this is one area that, as employers, as men in industry, we look upon as being essential because this is what keeps people in industry, it helps them to know where they're going, it helps them to stay on the job once they are there. Therefore, it's my recommendation that this program continue, be updated and improved in response to the ever increasing technological advances which will be necessary for this program to survive in the future. I think what I'm talking about here is, for instance, in my area of data processing. There are many, many advances coming day after day. We change data processing languages, we change machines practically yearly now, and it's so important that these things be updated in the classroom so the young adults have a chance to study and get their hands on some of these things in the classroom and get some of the latest and most updated textbooks in the area. One of the areas that I'm directly involved with and some of these students are involved with is the area of key data entry which is, to many of you, keypunch. This is so important; it's changing daily. We're talking about, today it's keypunch, tomorrow it's key to disc, the next day it's entry through some type of remote terminal into a large scale computer someplace else. It's important that the young adults of today who are coming into the job stream hoping to get into data processing business have a sound basis in this area and that they can walk in and talk intelligently. It then takes less and less time on our part to train these people in order to make them productive in the years ahead. That's what we're looking for and I think that's what the young adults today are looking for. They're looking for something that they can carry out of that classroom and carry into industry and be able to be productive within a short period of time. I think that's what's going to give them a purpose and a meaning to life.

SCHIEFELBEIN

Question: Your coop students were in data processing?

Answer: Yes, they were.

Q: Did they have a preparatory Capstone course in high school prior to this or was it strictly coop?

A: No, the eight that I'm talking about had taken data processing and I believe that all eight were involved in the four semester course at the Oshkosh High School. Before they came to us, they were at some phase in that course, let's say they were in third semester at that point.

Q: So that would be starting in their sophomore year?

A: I think it starts in junior year.

Q: The job entry position upon high school graduation with you on a full-time basis are in what type of jobs?

A: They have all essentially chosen to go specifically back into that area, key data entry or keypunch, and this is what's important because they know they want to be, they know that this is their lot in life, and they're very happy with it. In fact, it's very difficult at this point to tell one of them that, we'd like you to move onto another area. They say that this is what we really enjoy, we like this particular type of work, that's why we went into it, that's why we took the training program, and now we'd like to stay in it. That's real important to us.

MICK FUHRMAN, STUDENT, MORAINE PARK TECHNICAL INSTITUTE, FOND DU LAC, WISCONSIN

In these times of advanced technology, the ability to train individuals with a practical background, instead of a theoretical, is more in demand today than ever before. Whether the individual needs training in a particular field or to be re-oriented to a field which he is already in, but needs to be updated with the latest techniques, a Technical Institute is best suited for this. One important part of this training is the ability to train the handicapped so they may lead worthwhile and productive lives with the rest of us. One area which goes hand-in-hand with the above statement is the guidance and counseling which the individual receives before entering into a particular field. This being very important, for if a student were to take a two year associate degree, and at the end of his third semester he feels that he was mislead and guided into the wrong field, it may leave the student discouraged and he may eventually drop out completely. Pertinent to this also is the guidance to a field that has employment opportunities waiting for him when he completes particular courses of study. I believe that on one can do any better of a job than the equipment he is working with. I am fortunate to be working and learning on some of the best equipment; so I cannot complain about the equipment I have to work with. Educational opportunities, guidance, counseling and job placement are stressed at MPTI. A slack in any of these areas will produce inferior results and industry will not hire our graduates.

It is rather difficult for myself, as a student, to remark on whether the instructors are giving me facts which are relevant to what I will need to know in the field, because I am not fully aware of the demands of industry. Although there should be some conferences of some nature to orientate the instructor on the latest techniques of his field. One of the greatest opportunities which presented itself to me in the last year was the opportunity to become a state officer in WTIA-VCIA. The knowledge which I personally have gained, and have been able to return to my own local chapter and help them has been fabulous. The leadership development is by far been my biggest asset. I have learned to work and lead others without getting dictitorial. To delegate authority to the people who can best get the job done, and to do it in such a way that they want to do it and not because they have to do it. Now that we are members of VICA and have the opportunity to compete with others in our field, not only in the state but also the country and even the world. We will be able to show the industries and the communities throughout the world what type of individuals are coming out of the technical institutes. The knowledge that I have obtained in this short year and a quarter is by far more than what I have learned in the three years I was in college. There is such a difference in institutions that there is no comparison. The major difference, and the most important, is the fact that 90% of all I have learned in the institute, I will be able to use on the job in some way or another; on a practical application basis.

Question: Mick, have you every heard any comments on student participation in work study program? Is anybody reacting to the work study?

Answer: This is something that the organization VICA is trying to get involved with. We'd like to get an opportunity to go out into the field. I know I have learned a tremendous amount from the company that I'm working with now on a practical basis because I'm able to hand them what I've learned in school back to them for more or less a financial reduction.

Q: You're talking basic coop type program?

A: Right, right.

Q: I have a comment. I think the most interesting comment was that you feel your development of leadership abilities is the most important thing you have to offer to the employer. And, I really feel this is very true of all of our students. The attitudes that we develop and the leadership abilities are the things that make happy employers and employees.

EVERETT W. MARG, LOCAL VOCATIONAL EDUCATION COORDINATOR, OSHKOSH PUBLIC SCHOOLS, OSHKOSH, WISCONSIN

The Oshkosh Public School district is increasing its efforts to make Vocational Education available to all students. In 1965, one program was initiated, with an enrollment of 21 students. Growth has been significant and systematic since that time, culminating with 203 students in 15 programs in ten different vocational areas during the past school year. Areas include: Clerical Office Training, Secretarial Office Training, Data Processing, Sales and Marketing, Food Services, Agri-Business-Agriculture, Automotive Service, Applied Electronics, Industrial Drafting, Applied Metalworking, and Graphic Arts. Approximately 25% of the senior class is currently enrolled in one of the capstone Vocational Education Programs. As the trend of the workforce toward specialization increases, the demand to expand Vocational Education programs becomes the responsibility of our secondary schools.

MARG

Every high school graduate has the right to expect that his education will culminate in a job of his choice, according to his interests, needs, and abilities. We cannot leave to chance the type and quality of his/her education and training. Fortunately, we have a community environment where business and industry have opened the doors to our senior vocational students for cooperative on-the-job training where the blending of meaningful job training and experience is related to classroom instruction and bringing relevancy to our schools. The fusing of school and job is done by design to crystalize a student's career objective. All students have the right to expect their school to provide the kind of education and training which will make them employable for decent and gratifying jobs. We encourage our graduates to reach out for more education and training and go on to higher levels of aspiration if it is within their reach. Articulated programs with our post-secondary schools is actively pursued and we are seeing an increasing number of our students enrolled in vocational and technical programs where advanced placement and advanced standing for our graduates is not just talked about, but practiced. Since 1965, when we initiated our first vocational cooperative training program, 1,221 students have successfully completed one of our ten vocational programs. Student follow-up information confirms that they are becoming more responsible due to the experiences received on their jobs in cooperative vocational programs. Data indicates more positive attitudes toward jobs held by graduates who were previously enrolled in the Oshkosh High Schools' vocational programs. Graduates have indicated the following:

- a responsibility to their employers
- are better able to cope with problems at their job
- can adjust more easily to working with more mature and experienced co-workers
- are less likely to change jobs frequently
- are well trained for their present job
- have a positive attitude toward their employer
- have received promotions and advancements more frequently than non-vocational graduates
- are positive in recommending vocational programs to those students interested in vocational programs.

Below are some statements freely given by graduates of the Oshkosh Secondary School Vocational Education programs:

"I feel that I have learned the importance of completing my job accurately and to the best of my ability. My job is not just a slight menial task which can be done carelessly and haphazardly, but it is depended upon by the other people whom I work with--just one little mistake on my part may cost the company and employees much time and effort. Therefore, I have realized that my job is important and that many other people rely upon me to do an accurate job."

"I have gained the experience of making snap decisions at a time when you have to make them or else. I have learned to be more careful of my work. At first I thought I had a picky boss, but now I am glad I did. He taught me the responsibility of doing my work right even if I had to do it over five times. I also learned to have more patience with people and more self-control when dealing with angry customers. I really gained a lot and if I had it to do over again, I'd be the first one to volunteer."

MARG

"After working on the job, I also feel that I can associate with people more easily. I have always been afraid of people--meeting and talking with them--but I found that people are not large monsters ready to eat me up! This has given me a bit more confidence in myself and other people. On-the-job training has given me these valuable experiences, and now I can look to the future more securely."

"I have gained many things from on-the-job training program. The first of these things is experience in working with other people and learning to get along with all types of personalities. It has become clearer to me that you can only get out of something what you put into it. With that realization in mind, I developed personal attributes as well as better skills. Meeting people in person as well as over the telephone became one of the most interesting experiences of my job as the months went by. The program also gave me an excellent chance to really look at myself and find out how much I didn't know and how much I did know. I gained from class discussions which involved the on-the-job training experiences of other students. From this, I could see someone elses mistakes and successes and could know what to do if I were ever confronted with a similar situation. All in all, I truly believe that the program was beneficial to me."

"Learning to associate and get better acquainted with people were really helpful to me. Having confidence in myself is most important. My office training will be an experience in my mind for the rest of my life. I know every girl cannot have the same opportunity I had at Oshkosh High School. Every girl that has the chance should take it. There are so many things that I've done better and more efficient since my training in the on-the-job program."

"I think that the Cooperative Training Program is very good. The training that we get is excellent and is beneficial to us. The money comes in handy for those kids who come from large families. We learn how to budget our money."

"It is difficult to find a job in our type of work when we are still in school. When we get a job through this program we do it to the best of our ability so [illegible] do not leave a bad impression."

"Cooperative training is a good program because it helps me to learn the real value of working and the intense training it takes to know a job very well. It also helps me to tune up on my class work and how it will help me on the job I have now. I would recommend this program to anyone who asks me if the coop training is worth it. I'd tell them that it is more than worthwhile, it is an experience that I will never forget. This training helps me to be sharp on words; help others whenever I finish my own work; and remember not to tell anyone what goes on at the office."

"I think that working on the Cooperative Education program has helped me very much in learning how important a job like mine really is. I never put much thought in how important some jobs really are and how important it is to have all the workers work when they are needed. Without their cooperation the job wouldn't get done. By working on this program I myself learn things which I find are not only interesting but are also useful. But the biggest advantage of working is meeting and working with others. I find it is very rewarding to have a job where you can get along with others and count on them when you make mistakes to help you. I like the Cooperative Education program and I advise the program to keep on. I hope it never stops!"

Follow-up studies of our Vocational Education graduates (1965-1973) are summarized as follows: 88.2% of the students from Vocational Education Programs are employed full-time in areas of preparation, in related areas, or are receiving additional training. The figure rose 8% since 1970 and has been holding at approximately 88% for the past three years. Since 1970 there has been a 12% decrease in enrollment of vocational students in four-year college and universities, while an increase of 15.2% in attendance at two-year technical schools, resulted. A steady increase is noted in the number of students working part-time while attending school. In 1973, 15% of the students were working part-time in related areas of preparation, while attending school. 4.4% are in military service. 5.6% are working part-time in an unrelated area: are married, or deceased. 1.8% are unemployed and seeking work.

Vocational Education programs, particularly those using the cooperative on-the-job approach, have been a major factor in drawing together the business community and the school in an effective and meaningful way. Today more than 125 different businesses employ one or more of our student learners. Eleven different citizen advisory councils meet regularly with our school personnel to advise us on curriculum, classroom instructional strategies, classroom instructional equipment, and program evaluation. The following are statements received from the business community who have worked with capstone students and who also have served on subject advisory committees during the past nine years:

"...The opportunity to participate actively in the Oshkosh High School cooperative vocational training program in ffod careers was reviewed and accepted wholeheartedly by our hospital administration. We were particularly interested in the student participation in a food service on-the-job setting along with the appropriate curriculum at the High School. This program would provide the training necessary for the student to gain knowledge for profitable employment after graduation who might otherwise be unaware of career opportunities in the food service field. The program fulfills the need of vocational training and guidance for high school graduates immediately entering the labor market and provides the industry a better trained labor force from which to recruit..."

"...While we, as taxpayers, are generally opposed to increased taxation, we, nevertheless, recognize a lack of trades training for the many non-college bound high school students. Since industry must draw largely upon the labor available in the Oshkosh area, we would deem it only prudent to support expenditures and programs that will adequately prepare young men for industry. For this reason I wish to go on record, as a representative of ----------, as being in support of any effort to improve the facilities both from the standpoint of space and equipment needed to insure the continuing development of a trained work force..."

"...Those of us who have been working with the Oshkosh High School on the Welding-Metal Fabrication Advisory Committee, have been very pleased with the interest shown and the refreshing attitude of the school and staff in getting this program off the ground. The cooperation thus far has been splendid. We are hopeful that this area of training, which has been somewhat neglected in recent years, will be enlarged and improved for the benefit of those young people seeking employment in the local metal industries. Industry needs more trained people than ever before; particularly in the fields of welding-metal fabrication and general maintenance. For some years now the demand has exceeded the supply - and that supply has been trained by industry itself. Let us not be guilty of starving vocational education any longer. Another point worth considering, is the fact that while most of our high school students who graduate from college will never seek employment in Oshkosh, a major portion of the vocationally trained are needed right here in Oshkosh, by the taxpaying industries..."

Additional advisory boards are currently being formulated to initiate new programs still on the drawing board. New programs will be initiated in harmony with the recommendations of these advisory committees, coupled with local research to establish community need and student interest. This is a realistic program -- a program which permits young people to match their skills, their attitudes, their personalities and technical know-how to the demands of the job, under professional supervision. It gives a young person an opportunity to challenge and test his occupational choice and help him prepare for a meaningful, productive, and satisfying job. Yes, our young people leave our programs ready for the next step in their career ladder.

Continued support for vocational education in Oshkosh is necessary, particularly in view of the rapidly changing technical workworld in which Oshkosh High School graduates want and should become involved. We are concerned about Vocational Education as we look toward the late "70's" and as Congress evaluates the impact that quality Vocational Education programs have made in our schools in the past decade. The greatest concerns that we have in this school district are:

1. Increased funding of Vocational Education to allow us to expand training opportunities for greater numbers of students by expanding present programs and initiating programs in new and emerging job fields, according to local needs assessments.
2. Expand Vocational Education training opportunities for the handicapped. Specially designed and modified programs require additional manpower and resources.
3. Provide the leadership to properly fund and support career education under the umbrella of Vocational Education. This must be a major effort in the immediate years. The anticipated spin-off is more relevant education for all youth and expansion of quality vocational programs at all levels.
4. Concerted effort to mount and maintain vocational guidance services under the Vocational Education umbrella. There is a need to provide job placement and follow-up services routinely as an important function of our guidance programs. Frequently the practitioners in this area are not comfortable in this role without extensive in-service opportunities.

Federal monies initiated our vocational education programs. These programs have provided opportunities which might not otherwise be available to us. We urge concerted effort to properly fund the needed expansion of our programs.

VOCATIONAL EDUCATION PROGRAMS

Oshkosh Area Public Schools
1965 - 1975

W - Oshkosh West High School
N - Oshkosh North High School

	1965-1966	1966-1967	1967-1968	1968-1969	1969-1970	1970-1971	1971-1972	1972-1973		1973-1974		1974-1975	
	W	W	W	W	W	W	W	W	N	W	N	W	N
Secretarial Office Occup.	"	"	"	"	"	"	"	"	"	"	"	"	"
Distributive Education (Changed to Sales & Marketing in 1972-73)	"	"	"	"	"	"	"	"	"	"	"	"	"
Food Services		"	"	"	"	"	"		"	"	"	"	"
Applied Electronics		"	"	"	"	"	"	"	"		"		"
Applied Metals		"	"	"	"	"	"		"		"		"
Agri-Business			"	"	"	"	"						
Clerical Office Occup.				"	"	"	"	"	"	"	"	"	"
Automotive Service				"	"	"	"	"	"	"	"	"	"
Industrial Drafting					"	"	"	"		"		"	
Data Processing					"	"	"	"	"	"	"	"	"
Consumer Education					"	"	"	"	"	"	"	"	"
Vocational Agriculture					"	"	"						
New Pilot Agriculture-Agri-Business Program								"	"	"	"	"	"
Graphic Arts									"		"		"

***A possible implementation of a Health Careers Program in 1975-76

Vocational Training Programs

1974

A "Cooperative Training Program" is the culminating phase of a total vocational education sequence in which fundamental concepts and skills are taught in the classroom and related training is received in a local business or industry. Scheduled in the senior year, these co-op programs allow the student on-the-job training in well-selected training stations, supervised by both the employer and the coordinating teacher. In such courses there is a close correlation between classroom and on-the-job training. The students receive pay for this highly realistic and practical training experience, as well as school credit.

Cooperative on-the-job training for high school students has expanded to include:

- Clerical Office Training
- Secretarial Office Training
- Data Processing
- Sales and Marketing
- Food Services
- Agri-Business-Agriculture
- Automotive Service
- Applied Electronics
- Industrial Drafting
- Applied Metalworking
- Graphic Arts

Areas of Vocational Education

Clerical Office Training is a sequence of subjects designed for students preparing for an office career. Students must complete the following courses before their senior year: Business Typing, Clerical Techniques, and Bookkeeping. The study of shorthand is not required but is recommended. As a senior, students may enroll in either Related Office Procedures or Senior Office Procedures. Cooperative on-the-job training is available for those students interested in gaining some office experience before graduation.

Secretarial Office Training is a sequence of subjects designed for students preparing for an office career. It places special emphasis on stenography. Students must complete the following courses before their senior year: Business Typing, Shorthand, Clerical Techniques and Bookkeeping. As a senior, students enroll in Shorthand II and in either Related Office Procedures or Senior Office Procedures. Cooperative on-the-job training is available for those students interested in exploring the world of work. Employment opportunities are excellent for those who complete this course sequence.

Data Processing is one of the newest and most rapidly developing vocational areas and has created new job opportunities for those who complete the minimum four-semester classroom training program. The first semester of the Data Processing sequence is required as the introductory course for all successive Data Processing courses. Students interested in the Key-Punch training program (Data Entry) are required to have a typing skill of at least 35 words per minute. Students who are not interested in becoming proficient Key-Punch operators may take Introduction to Computers with an emphasis on the management phase and are not required to have the 35 words per minute typing skill. During their senior year the students can enroll in Data Processing Applications the first semester and Systems and Programming Concepts the second semester.

Sales and Marketing (Distributive Education), which is relatively new in the curriculum, provides instruction in marketing, merchandising, and management for those engaged in retailing, wholesaling, and service businesses. It involves such areas as sales, marketing, retailing, advertising, display techniques, and management.

Food Services offers special work in menu planning, food preparation, dining room service, food service standards, and public relations. On-the-job training is provided at training stations in the community as part of the course.

Food Service (continued) The food service industry...the nation's third largest... needs YOU--if you like food and enjoy working with it, like people, and want a career with excitement and variety. Employment and career opportunities depend on skill, training, and experience. They vary from entry-level jobs such as waitress, busboy to technical or management jobs such as Chef and Manager.

Agri-Business-Agriculture-Life Science. The first year will be a "survey-type" course in Agriculture and Related Occupations. The student is permitted to study in areas of his or her interest. A number of girls are finding this to be a rewarding class. Typical occupations for which a student might want to prepare include:

Horticulture
Conservation
Landscaping
Food Processing
Farm Mach. & Equipment
Chemicals & Fertilizers
Feeds and Seeds
Dairy & Animal Production
Farm Management

Cooperative on-the-job training is available during the senior year.

***Science credit can be granted by completing two semesters of electives. (See handbook for details.)

Automotive Service is a three-year classroom program with on-the-job training during the senior year in retail gasoline service stations, automotive parts distributors, garages, and automotive dealers. Opportunities for training and full-time employment after graduation exceed the number of available trained students.

Applied Electronics is a three-year sequence designed for those students who have an interest in the service aspect of Radio-TV and Industrial Electronics. The job opportunities for those who have this background are available in the Oshkosh area. An apprenticeship is available to those students in the TV Repair Service field at the time of graduation. The training received during the senior year with the on-the-job experience may be applied towards the apprenticeship period.

Industrial Drafting provides a unique opportunity for students to relate the previous classroom instruction obtained in either Machine Drawing or Architectural Drawing to actual practices of the industry through the cooperative on-the-job experiences during their senior year. Positions are available in local businesses after completion of this course. For some individuals, additional post-high school training may be desirable.

Applied Metalworking is a one-year course open to seniors upon satisfactory completion of Basic Metalworking, General Metals and Machine Shop and Fabrication, and with recommendation of instructor. The course is designed to train students in the latest industrial welding processes, enabling them to develop an employable skill in this field for placement in industry upon graduation. The course will place emphasis on the latest welding theory and welding processes used in the industry and the actual training will be done through the use of the latest industrial welding equipment. Duplication of operations and methods of industry are used in order to develop the necessary skills needed by the students for placement in the industry, such as the use of acetylene gas welding as well as electric arc and electric with inert gas methods.

Graphic Arts-Advanced (Co-op.) is a one-year course open to senior boys and girls upon satisfactory completion of Graphic Arts-Printing and Graphic Arts-Lithography and Photography. Consent of the instructor is required to enter the co-op course. Instruction will emphasize offset duplicating. Letterpress operation will also be covered. Excellent employment opportunities are available in the Fox Valley area because of the many area paper and printing industries.

TYPICAL VOCATIONAL PROGRAMS

Clerical Office Training

(9) 1 cr. - Intro. to Business***
(10) 1 cr. - Business Typing
(10) 1 cr. - Bookkeeping I
(11) 1 cr. - Clerical Techniques
(12) 1 cr. - Related Office Proc. OR
1 cr. - Senior Office Procedures
(12) 1 cr. -*Co-op. on-the-job training

Secretarial Office Training

(9) 1 cr. - Intro. to Business***
(10) 1 cr. - Business Typing
(10) 1 cr. - Bookkeeping I
(11) 1 cr. - Clerical Techniques
(11) 1 cr. - Shorthand I
(12) 1 cr. - Shorthand II
(12) 1 cr. - Related Office Proc. OR
1 cr. - Senior Office Procedures
(12) 1 cr. -*Co-op. on-the-job training

Data Processing

(9) 1 cr. - Intro. to Business***
(9) 1 cr. - Algebra
(10) 1 cr. - Bookkeeping I
(11) 1 cr. - Business Typing OR
½ cr. - Personal Typing
(11) ½ cr. - (1st Sem.) Intro. to D. P.
(11) ½ cr. - (2nd Sem.) Data Entry OR
½ cr. - (2nd Sem.) Intro. to Computers
(12) ½ cr. - (1st Sem.) D.P.Applications
(12) ½ cr. - (2nd Sem.) Systems & Programming Concepts
(12) ½ cr. - Business Machines***
(12) ½ cr. - Business Law***
(12) 1 cr. -*Co-op. on-the-job training

Sales & Marketing (Distributive Educ.)

(9) 1 cr. - Intro. to Business***
(10) 1 cr. - Bookkeeping I
(11) 1 cr. - Sales & Marketing I
(11) 1 cr. - Business Typing OR
½ cr. - Personal Typing
(12) ½ cr. - Business Machines***
(12) ½ cr. - Business Law***
(12) 1 cr. - Sales & Marketing II
(12) 1 cr. -*Co-op. on-the-job training

Food Services

(9) or (10) 1 cr. - Intro. to Bus.***
(9)-(10) or (11) ½ cr. Foods & Nutrition (Required)
(11) ½ cr. - Adv. Foods & Nutrition
(12) 1 cr. - Food Services Class
(12) 1 cr. -*Co-op. on-the-job training

Agri-Business-Agriculture

(9) 1 cr. - Life Science & Conservation
(10)-(11) 2 crs. (Select 4 of the following:)
Dairy Science
Animal Science
Cons. & Forestry
Cons. & Wildlife
Meat & Dairy Prod.
Hort. & Floriculture
Landscaping & Turf
Farm Diesel & Hydraul.
Farm Machinery
Land & Crop Management
(12) 1 cr. - Farm Management OR
1 cr. - Agri-Business Management
(12) 1 cr. -*Co-op. on-the-job training OR
1 cr. - Independent Study

Automotive Service

(9) or (10) ½ cr. - Power Mechanics
(10) ½ cr. - Auto Maintenance
(11) 1 cr. - Auto Mechanics
(12) 1 cr. - Automotive Service
(12) 1 cr. -*Co-op. on-the-job training

Applied Electronics

(9) or (10) ½ cr. - Exploring Electricity
(10) ½ cr. - AC-DC Fundamentals
(11) 1 cr. - Electronics Communications
(12) 1 cr. - Applied Electronics
(12) 1 cr. -*Co-op. on-the-job training

Industrial Drafting

(9) or (10) ½ cr. - General Drafting
(11) 1 cr. - Architectural Drafting OR
1 cr. - Machine Drafting
(12) 1 cr. - Industrial Drafting
(12) 1 cr. -*Co-op. on-the-job training

Applied Metalworking

(9) or (10) ½ cr. - Basic Metalworking
(10) ½ cr. - General Metals
(11) 1 cr. - Machine Shop and Fabrication
(12) 1 cr. - Applied Metalworking
(12) 1 cr. -*Co-op. on-the-job training

Graphic Arts

(9) or (10) ½ cr. - Graphic Arts Printing
(11) 1 cr. - Graphic Arts-Lith. & Photography
(12) 1 cr. - Graphic Arts-Advanced
(12) 1 cr. -*Co-op. on-the-job training OR
1 cr. - Independent Study

*** Optional Courses

* Students will be released from a portion of the school day for the "Co-op. on-the-job training"

Question: To expand career education under the vocation education umbrella, am I correct in that's contrary to what's being done today. Does career education come under a separate funding?

Answer: Yes.

Q: Are they preferring that at the federal level, also, do you know offhand?

A: I don't know offhand, but I am concerned with the fact that career education received monies to develop programs and to support programs. I'm not sure that monies to support career education for a period of two or three or four years is adequate. I believe from the experience that we have it will take a considerable longer perios of time to see if they become established in our school districts. I'm talking a K-14 program, we should say K-12 program, because I'm talking about secondary and elementary schools.

Q: Could you briefly describe Project PRIDE that is operating in Oshkosh?

A: Quite briefly, I didn't bring a description along about PRIDE. You've heard the word PRIDE mentioned this afternoon. The program PRIDE is now in its second year of operation in this school district and it has been designed for youngsters who are most likely not to succeed in high school. They're most likely to drop out. Last year we identified 25 youngsters in each school as Freshmen; those youngsters have moved into the Sophomore year this year. In addition, we identified 25 more Freshmen, we now have a two-year program which eventually will move up. The emphasis is career exploration and vocational education, a vocational exploratory program. It is a modified program. It is a small group instructional program. The word PRIDE, it really stands for and I have to think for a moment. Everybody has to come up with a title or a handle. So we came up with this one and it sounded pretty good. But it really stands for Personalized Relevant Individualized Developmental Education. Simply PRIDE. The result is that the 50 students that we had last year who were most likely to drop out of school prior to Christmas did stay with us. One of them left the school district and the other one was required to go to another institution.

HARLAND KIRCHNER, PRESIDENT, FOX VALLEY VTAE DISTRICT BOARD, AND PRESIDENT, WISCONSIN VTAE DISTRICT BOARDS ASSOCIATION, CLINTONVILLE, WISCONSIN

My name is Harland Kirchner and I live in Clintonville, Wisconsin. I speak here today as President of the VTAE District Boards Association of Wisconsin. I am a small town businessman and I also serve as President of the Fox Valley VTAE District Board, with its center located at Appleton, Wisconsin. On behalf of our Association, I appreciate the opportunity to appear before this Committee to express opinions, concerns, and challenges which we face in our local communities with respect to vocational, technical, and adult education in Wisconsin. The pride and competence of the Wisconsin labor force is a reflection of what vocational technical education has been able to accomplish for over 60 years. Wisconsin is one of the few states whose manpower earnings and economic base pays more in federal taxes than it receives in federal aid. NOTE: About six years ago we paid out 138 million dollars and received 78 million. During the past decade, Wisconsin Vocational-Technical Education moved from being an urban local-sponsored unit to a state-wide area concept serving all the people, both urban and rural. There are 16 districts, all having separate Boards. In order to meet the new challenges of changing technologies, most districts have built new facilities and others have enlarged their old ones. When the new state Vocational Act took effect in 1969-70, the combined expenditures from all sources--property tax, state aid, tuition fees, and federal aid--amounted to 57.8 million dollars for vocational education, of which federal aid amounted to 7.2 million dollars. The federal aid was allocated as follows: 3.8 million dollars for instruction and equipment; 1.3 million dollars for construction; and, 2.1 million dollars to the Department of Public Instruction for high school vocational career exploratory programs. In 1973-74, the total from all sources mentioned previously was 111.7 million dollars. Of this amount, 9.8 million dollars was federal aid. Distribution was: 4.4 million dollars for instruction and equipment; 1.5 million dollars for construction; and, 3.9 million dollars to the Department of Public Instruction. The enrollment in 1969-70 was 205,845 for both post secondary and adult students. In 1973-74, it is expected to be 310,500, nearly a 50 percent increase. Because of the tremendous need for vocational-technical education and the decreasing emphasis for a college degree, the expenditure of funds has increased about 50 percent in the past five years. Federal aids only increased four percent in the State of Wisconsin.

Most vocational-technical education school districts have reached their limit as set by law for available funds for operations. Construction of additional facilities has been curtailed and not keeping pace with the increased enrollments. As a result, an additional 30-40 thousand students will have to be placed on waiting lists. Beginning this school year, 1974-75, the concept of revenue sharing or consolidated funding will cause problems since categorical funding will be done away with as far as federal funding is concerned. It is very evident that these federal monies will be sidetracked into other areas, rather than funding for training and educational purposes. The question is--why the duplicity in administrative effort related to vocational-education funding when our state has had a very successful track record in meeting the needs of individuals in business, industry, and agriculture oriented occupations. The same standard is not applied to institutions of higher education which have, in many instances, become out of tune with the relevancy of individual needs. We are basing our recommendation upon the opinions of leaders in business, industry, agriculture, and labor unions which make up an aggregate of nearly 6,400 advisory committee members representing over 500 occupations consisting of a labor force of 1.6 million people. This recommendation is to develop new federal vocational-technical education legislation which would combine the provisions of the 1963 Vocational Act and the 1968 and 1972 amendments. The features of these Acts, if expanded in new legislation, would return the dollar-cost benefit much more in the form of increased production, better individual earning power, and also increase the returns. So much for the Federal support scene.

Just a few years ago the public secondary and elementary schools of the State and the Nation were crying for teachers. The colleges and universities rose to that need and boned up for producing more and more teachers. The machine got rolling so fast that they overproduced, and we are plagued with a surplus. This may not be all bad in that administrators now can choose instead of taking them because they could still move. The real problem is what to do with this tremendous machine created for the production of college graduates. At the Fox Valley Technical Institute, eight years ago when I was appointed on the Board, we had about 800 full-time students and 2,700 part-time adult students. This year we have 3,200 full-time, 1,000 part-time day and 20,000 evening students. Instead of getting from 6 to 7 percent of the high school graduates, we are getting 10 to 14 percent. The objective of our Board is to satisfy the needs of our people for vocational or technical training when they have that need and not when it is convenient for the school. Many courses have students enrolling on any given Monday and graduating or leaving for their chosen work on any given Friday, through individualized instruction. We, too, are building a fantastic machine of staff, buildings, and equipment for the training of people in vocational skills, technical skills, and arts and sciences, as well as crafts and hobbies. Eighty-five percent of our graduates or job-outs are employed in the courses of study they pursued. A few years ago the universities and colleges had a similar track record.

The one big difference between the two systems in Wisconsin is the degree of local input. We have local control Boards setting policy, and they are being guided by hundreds of people from all facets of occupations as Advisory Committee members. As industry, business, commerce, health, etc., needs change, we must respond quickly to those needs so that we remain relevant. This can better be done by locally controlled units, rather than cumbersome state or federal agencies. Good business practices on the part of educatonal institutions mandates full utilization of facilities and staff. (Examples--year-around school, full 24-hour utilization of buildings and equipment, full use of staff.) We cannot afford the luxury of teachers teaching 5 or 6 hours per week. The full utilization of these business principles plus a full and complete analysis of industrial, business, and community needs must be a prerequisite to further expansion of facilities and equipment, or the development of some other structure of Vo-Tech Education. We must do the job of educating when it needs to be done, but we must not also make the mistake of the universities and have millions of public dollars invested in unusable buildings and facilities.

I also feel the need to speak to the 16-18 year old question. Our VTAE Boards Association feels very strongly that we are primarily a post-secondary school and that age 18, approximately, is the logical and social period in a person's life when he should leave the secondary school as well as his home. The Legislature in its wisdom made him an adult at age 18. Many studies show that approximately 40 percent of the secondary school students enter the world of work upon completion of high school, and some even before. I believe that most secondary schools are recognizing this fact and are doing something about it. The competitiveness between schools for territory and students is past as integration is nearly complete. Now is the time for secondary schools to assess their role, especially for that 40 percent plus that are entering the world of work. A cooperative spirit must be developed between schools in the use of facilities, programs, and staff for the benefit of students. Technical schools must use their resources to assist and cooperate with CESA agencies and secondary schools to achieve the goals and needs of the high school student. State agencies must guide and advise as they, in their psotion, have an overview not always seen on the local level, but at the same time they must be flexible in terms of administering and in terms of support. Competition for students or empire building is not a worthy objective for today's public education. Competition in the quality of programs, innovative programs, and facilities designed to assist all, especially the 40 percent and the dropouts, to be successful in the world of work and achieve fulfillment of life, should be our only mission.

The Legislature is faced with another problem, which depending upon its outcome, can have a significant impact upon Vo-Tech education in Wisconsin. That is the problem of what to do with the Extension Centers and Campus Branches. Their mission, which has been primarily liberal arts as a commuter school, is not lessening, however, their enrollemtn is dropping. The problem is further complicated with the credit transfer situation and the state cost of duplicated instruction and loss of time by students when credits are not transferable. If, as some suggest, the Centers are allowed to merge with the Vo-Tech schools, will the merger be such that the mission of the VTAE system, of hands-on training and experience, be lost in the less costly, prestigious, liberal arts philosophy? As a member of the American Community College Trustees Association, I have had many opportunities to speak with Community College presidents and trustees across the Nation, and in most cases the liberal arts concern seems to dominate their institutions. I do notice, however, that there is a greater recognition of the emerging Technical Institutes. I am convinced that Wisconsin with its Technical Institutes is leading the Nation in dealing with problem of hands-on training. In no way should any merger efforts reduce, minimize, or stymie this fantastic system of helping people. If the VTAE system should become subservient to the liberal arts institutions of Wisconsin, I believe that they would lose their effectiveness because most local input would be lost. I would like to thank the Advisory Council on Vocational Education for arranging the opportunity for presenting my views to them.

Question: One of the other speakers earlier mentioned the possibility of having a interrupted type of secondary education for students who don't seem able to cope with it at a particular age level. You said that all students should be in school until they're 18, I wonder if you really feel that way.

Answer: Well, I think that that's where they belong, but if you start doing it like Oshkosh, for example. is doing it, where they can get involved in the world of work along with their educational training, I don't think they'll want to be dropouts. I think they'll want to be there. I suppose there's some exception to that where they would leave at 14 say and come back at 17 or something like that. I guess we'll have those situations, I don't know.

RICHARD TEPP, LOCAL VOCATIONAL EDUCATION COORDINATOR, SEYMOUR PUBLIC SCHOOLS, SEYMOUR, WISCONSIN

Seymour Community School has been a participator in the Vocational Act of 63 since 1965, and I would like to relate how our school has significantly contributed toward meeting the intent of the Vocational Legislation of 63, 68, and 72, and also to submit recommendations for consideration by the State Advisory Council for Voc. Ed. The need for Vocational Educational programs within the comprehensive high school was clearly spelled out in the Voc. Acts. The state of Wisconsin accepted the mandate and proceded to form a partnership with the VTAE and DPI in setting up a separate administrative unit for high school Voc. Ed. Just as that challenge was clear at that time, the evidence is also clear at the present time that we have made steady and effective progress towards meeting the challenge of the Voc. Acts. The challenge is to prepare students for post high school career programs or prepare students for entry jobs. Our follow-up studies at Seymour Community Schools indicated that we have met the challenge. In 1966 only 6 of 162 students or 3.5% went on to post high school programs. Since expanding and improving our program, the number of students continuing their vocational training has sharply increased from the 3.5% in 1966 to 29% in 1974. These figures give credence to the belief that we are offering students awareness, exploratory, and preparatory opportunities that prepare them to make wise decisions in choosing post high school alternatives. These figures indicate that the secondary systems are presently serving as the lifeline and feeder system for post high school career agencies. There is no evidence that tends to add credence to our belief that we have made significant and steady progress towards providing programs that prepare students for entry jobs. Our follow-up records indicate that from 1965 to 1974 the percent of students entering the labor market has dwelled around 50%, but the significant fact is that prior to 1966 practically none of these students were prepared for entry jobs in accordance with their career objectives. In 1974 60% or over ½ of the 48% of graduates that entered the labor market were prepared in vocationally funded programs directly related to their career objective. Without participation in the vocational acts these success cases probably may not have been realized. In addition to meeting these goals, participation in the vocational acts has contributed to the overall quality of the educational program at Seymour Community Schools.

1. General education and vocational education have come closer to forming partnerships in providing successful education for students.
2. The school and community have formed partnerships in utilizing community and school resources in providing coop experiences, work study programs, and simulated experiences for students.
3. Guidance, counseling, placement, and follow-up services have been improved to guide and direct students.
4. Teachers have developed professionally during involvement in offering capstone courses for students.
5. All vocational disciplines have become more comprehensive in their offerings, more current in their facilities, and more effective in their delivery systems of offering vocational and career education.

The following recommendations are submitted to the State Advisory Committee for consideration during their study of potential modifications of existing laws.

1. We need legislation not only to continue the mission of providing vocational programs in the comprehensive high school as presently being administered by the DPI, but to expand, extend, and emphasize additional secondary vocational opportunities for all students who want and need it.
2. Maintain the present compulsory 16 year age law predicated on the fact that the name of the game is still accountability. The secondary schools have been accountable in providing programs, especially in vocational and career education, that have attracted and held students as evidenced by the low drop out rate above the 16 year age group.
3. We need legislation to provide for more career education opportunities and program development. Career education has contributed substantially to enhancing the quality of all education even though there has been very limited funding. Career

education has helped all teachers contribute toward the goal of preparation for making a living as well as preparation for living.

4. We need legislation to provide for continuous research and pilot studies to determine ways that small schools can provide comprehensive vocational and career offerings. Skill centers, consortiums, and other methods need investigation to assist small schools in operating comprehensive vocational programs administered by the DPI.

Question: Maintaining the 16-17 year old law based on accountability is interesting. I don't know if I got it correctly. Let it float where it may, if you've got a good program you will attract them, if you don't...

Answer: Yes, there's been a lot of talk about the 16 and 18 age question and that's understandable. Probably we should get off the issue of the age and probably concentrate on helping or provide programs that would help students make a successful transition. Whenever they exit, no matter what age. I think that would be the key issue to me. But what we're maintaining here is that our low drop out rate above the 16 year age in our particular system is a very small percentage which would kind of indicate that we are offering programs to hold these people.

Q: Your philosophy is based on career education. If they do exit then, they have some salable skill?

A: I think that's what we should concentrate on. I don't think the issue is if they're 14 or 16, if they're not making a successful transition into society and becoming contributing, successful members, that's the key we should look at. This would, of course, compel school districts with legislated funding and so forth to provide programs to help students, prepare them for making this transition. I think that's the key thing.

Q: Excuse me, but I am listening to providing work study programs. I can see where Oshkosh can do it because they're a larger town. There's industries and different kinds of things, but how do you provide work study programs for the students in the small town where the only places of business are the ones that have children of their own, they hire their own children to work in their particular business? Where do you find jobs for a work study program in a small town where there are no industries?

A: I think the maximum amount of research during the last decade and monies that had been poured into pilot study program and research programs and so forth have indicated a lot of imagination and ingenuity in forming alternative types of programs in all different ways. I think consortiums were mentioned, there's simulated programs, there's shared programs, there's skill centers, there's a lot of different means and avenues to take in meeting these needs.

Q: But how can you provide this in the small community where there's no industry? Sure, you can simulate programs, but that isn't as satisfactory as working on a job.

A: Well, out of approximately 200 in our school at Seymour, we have a 176 square mile district with around approximately 2,700 students, we release approximately 70 students for work each day.

Q: And how do you transport them to work?

A: These people find their own transportation in quite a few of the programs. So there are work opportunities.

Q: Could I ask a question? You're suggesting that career education be mandatory through legislation. Do you mean to be added, for instance, to the standards?

A: Yes, whatever way it takes. I disagreed with Mr. Marg when he said career education should come under vocational education. Career education should be the umbrella where all education is involved. I think they're presently conceiving of it that way.

Q: Were you saying that you would like a state to legislate this rather than have local communities become involved in it?

A: I think the biggest thing here is teacher attitude and change. Unless we have some opportunities for teachers to develop attitudes and change in the teaching of some of our content, whatever form this takes, this is what's necessary. Whether it's a part of these 14 requirements or whatever.

Q: I think the thing that bothered me about it was that you wanted it to be made mandatory from a state level. He's talked about this a few times today, about expanding vocational programs and making them mandatory too. I guess the reason it bothers me is because in our own district, I've seen what the 13 standards will cause us to do. For instance, to meet the standard requiring physical education for each child daily may mean that we will have to cut out some of our athletic programs such as football or basketball in order to meet the standard from an economical standpoint. Have we really achieved a goal? I'd like to see our local district find their own way and decide which is more important. I'm not sure that I'm reaching a goal that some idealist felt should be reached because the state statute says I have to.

A: I see. That's right sometimes when we say we have to do it. This is not as pliable as if we'd say we'd like to do this.

STEVE WEDL, STUDENT, FOX VALLEY TECHNICAL INSTITUTE, APPLETON, WISCONSIN

My name is Steve Wedl. I'm representing Fox Valley Technical Institute of Appleton, Wisconsin. I'm in my final year of a two year Conservation program. I am actively involved in Student Senate and various clubs. Recently I have attended a Student Leadership Service conference, and the Wisconsin Student Council of Technical Education conference held last weekend in Waukesha. I feel that the Conservation program that I am now enrolled in is well geared to the jobs available at this technical level. Since I have attended the University of Wisconsin-LaCrosse, I can well appreciate the level of technical education taught in my program over the theoretical outlook more oftenly used at LaCrosse. The indoor laboratory facilities are very adequate to the several fields of study. As far as the outdoor facilities are concerned, we are limited to a few native trees, that have been spared from building developments, that are used only in the forestry identification process. A possible solution would be to review past proposals sent in to our district by my program concerning an outdoor facility. The job placement in the Conservation program has been rapidly improving with time and the school is being recognized more for this unique program. My life at Fox Valley Technical Institute has been much enhanced through the opportunity to get more technically involved in my program, as well as the chance to work within the student body of which I help to represent through Student Senate. In summary, I would like to state that a technical education is rapidly becoming a very enviable opportunity as far as the employment field is concerned.

Question: You familiar with the work study program, the student aid program called work study?

Answer: Within the school?

Q: Within the school.

A: Yes.

Q: What is your reaction or do you have any reactions on that program from fellow students? Is it adequate, are the dollars large enough to entice students into it, are there enough dollars? Can you react?

A: I can, yes. I feel that the program at Appleton is adequate but there seems to be a problem of getting the ball rolling if I may say so. I think we're about two months behind right now. We're having a bit of a problem in that area.

Q: Might it be lack of knowledge?

A: I couldn't say. This is the information that I have regarding the work study program.

ROBIN WRACK, STUDENT, SHAWANO HIGH SCHOOL, SHAWANO, WISCONSIN

Hello. I'm from Shawano High like you said. I'm in office practice mainly. I was asked to speak on what vocational education means to me. When I thought of that title, I just didn't know how in the world I was going to start this thing and I happened to think of a fable that my Grandmother used to tell me when I was a little bit younger. It applies to vocational education as well as to, I think, everybody in this room. This is how it goes. It's about a little mouse and this little mouse's life was just terrible because he was in constant fear of a cat. One day this magician comes past and takes pity on the little mouse. So he turns the little mouse into a cat and immediately the cat begins to fear the dog. So the magician turns it into a dog and immediately the dog begins to fear the tiger. So the magician turns him into a tiger and once again the tiger becomes afraid, this time of the hunter. And the magician looks at the tiger and he's so sick of all this changing and he says, "Tiger, be a little mouse because you have only the heart of a mouse and I cannot help you." This little mouse is like a lot people. I hate to say it, it's like a lot of high school students. They are afraid, you know, they don't want to really do anything. Every man must work our his own destiny. In the final analysis, you and you alone can supply the determination and energy to lift you out of the rut and into the race of life and this means education. This means creative intelligence and most of all, I think, this means vocational education. For highly educated men and women, there is a greater chance for a good living as well as a good life. The jobs are easier to get including the best jobs. One can rise higher and go farther, and the average income is greater. In fact, I think it's twice as great. There is no limit to either intelligence or ignorance, nor is there a known limit to what I feel vocational education can do for you. The scope of education provided is limited only by the interest, ability, and desires of the people who wish to take advantage of their educational training, not normally supplied by secondary schools and colleges. Industries are interested not only in vocational competence but also in the development in the individual as a useful and desirable member of the community. Education today, more than ever, must recognize the two objectives. Education for living and education for making a living, and this is exactly what vocational education does. Vocational schools prepare and train individuals in a particular skill so that they can be immediately placed into jobs. With today's rapidly advancing technology, obsolete job training is the greatest threat to holding a job and to getting a new one or to being promoted. To prevent this, vocational programs are constantly being revised to insure that they are teaching the latest skills and techniques. Furthermore, vocational education is indeed a bargain. A vocational school graduate will be employed two to three years earlier than his college counterpart and for less money. I'd like to add something to this. I think it was one of the first speakers who said that money is the straw that breaks the camel's back. He couldn't have hit the nail more on the head. I have mentioned the economic and financial advantages of higher education. But that's just the principle reason for most high school students going on to vocational school. Well, I though of a phrase that the vice-president once used. He says that we are living not in the day of danger but in age of danger, in a world plagued with power and poverty, in a world with great needs and greater opportunities. To fill these needs and to grasp these opportunities, to reach for higher standards of life and living and to find the satisfaction of helping others, these are the reasons for vocational education. Thank you.

WILLIAM M. SIREK, DIRECTOR, FOX VALLEY VTAE DISTRICT, APPLETON, WISCONSIN

Facilities. The Fox Valley Technical Institute has been able to implement a very comprehensive occupational training program as a result of the funding made available through the Vocational Act of 1963 and Amendments of 1968. With the organization of the Fox Valley Vocational, Technical, and Adult Education District in 1967, seven local vocational-technical community schools were consolidated. Immediately upon the organization of the District, the Fox Valley Vocational, Technical and Adult District Board commissioned the administrative staff to proceed with the development of the educational plans of the District and to bring to fruition a physical facility, including recommendations as to a site which would expedite the educational programs to meet the needs of the work force of the District. After a year of planning, which entailed working with 42 advisory groups representing various trades and occupations in the District, an architect was hired to submit plans for the development of a facility, which were later submitted to the Wisconsin Board of Vocational, Technical, and Adult Education. When the plans were approved, the District built the facility in a four-phase plan. The District Board voted to borrow $5.7 million through a bond issue to construct the necessary facilities for the first phase. A referendum election was held which carried by a vote of three to one, indicating the support of the community for the construction of a facility to provide a comprehensive program of vocational, technical and adult education to meet the occupational needs of the citizens and to provide skilled manpower for business, industry, agriculture, and social service organizations in the District. The site selected for the facilities is located on a 140-acre plt readily accessible to 86 percent of the population of the District within a 20-mile radius. Construction of the facility started in 1970 and was completed in 1974. The first phase consisted of a six-building complex with 256,000 square feet for a cost of $5,800,000. Under the 1968 Vocational Acts Amendents, the District received $806,366 as part of the construction cost. Simultaneously, the District appropriated, out of their working budget, additional monies for equipment in the amount of $355,384, along with federal assistance under the 1968 Amendments in the amount of $164,136. In the fall of 1972, phase two was started in order to provide additional programs particularly in the health and social service area for the Fox Valley VTAE District. This facility constituted 26,500 square feet for the accommodation of these programs. The projected cost of the project was $677,800 with the local share being $552,980, and federal aids received under the 1968 Vocational Amendments amounting to $124,820. Concurrently project proposals for equipment in all programs amounted to $211,189 from local funds and $76,173 from federal monies under the Vocational Education Act. In the fall of 1973, the Fox Valley VTAE District Board undertook phase three which was the construction of a facility of 50,500 square feet, at a cost of $671,410, to house programs in Truck Driving, Diesel Mechanics, and Farm Machinery Repair. Local funds for this facility amounted to $494,740, with federal funds under the 1968 Vocational Act Amendments amounting to $75,000 for the facility and $101,670 for equipment. With the completion of these facilities, the Fox Valley Technical Institute now offers full-time training programs in 42 occupational areas, which were made possible through the support of the local community, the citizens, the District Board, and funds received through the Vocational Education Acts.

Exemplary Projects. Since 1968 there have been a number of exemplary projects which resulted from the Vocational Education Acts. These projects enabled the Fox Valley Technical Institute to research and analyze the concept of differentiated staffing in a vocational-technical system. Faculty and administrative committee members, through an examplary project on differentiated staffing, have been able to develop a plan to more effectively utilize the persons involved in the instructional process at the Fox Valley Technical Institute. Another project that has been particularly effective for us has been the Learning Styles Project. This project enabled us to analyze learning styles of students who come to a technical institute and develop alternative teaching techniques and materials which are consistent with the preferred learning styles of students. Through this project we have been able to map the teaching styles of approximately 25 percent of the faculty of the Fox Valley Technical Institute in order that they could become aware of their teaching personality and delivery system. Most recently the Fox Valley Technical Institute has completed phase one of the exemplary project on year-round education. The purpose of this project is to analyze the feasibility of converting vocational-technical programs to a flexible year-round operation. As a result of an intensive study by a faculty-board committee, a model for conversion to year-round education was developed and a number of school programs are in the process of conversion to the year-round school. This will most certainly result in more effective and efficient utilization of school facilities, equipment, and staff. Fox Valley Technical Institute is initiating a project for fiscal 1975 dealing with Computer Assisted Instruction and Computer Managed Instruction, which will provide another means of learning to students at FVTI. All the exemplary projects were aided under the Vocational Education Amendments of 1968. The total amount of funding for these projects was $196,787 with $158,269 coming from the Vocational Amendments of 1968.

Curriculum Projects. The Vocational Amendments of 1968 made it possible for the Fox Valley Technical Institute to institute some curriculum projects which resulted in the Fox Valley Technical Institute assuming a leadership role in the State of Wisconsin in individualizing instruction in order to better meet the needs, interests, and abilities of students preparing for careers of their choice. Through these projects we have developed instructional resources and materials which are being used at FVTI as well as being shared with other institutions throughout the United States. Most important, these projects have provided flexibility in order that our students may quickly proceed through their instructional program and become available for employment. Through the individualization of instruction, as a result of the curriculum projects, the Fox Valley Technical Institute has been able to open end many of the programs offered so that students can start at various times throughout the year and exit to employment at various times when proficiency in a particular occupation of their choice has been completed.

Regional Career Information Center. The goal of this project was to develop a network of career resource centers located in each of the 26 high school districts comprising the Fox Valley VTAE District and at the same time supply this information to other technical institutes in Wisconsin for prospective students desiring career information. The Fox Valley Technical Institute developed pilot centers consisting of a motor coach that could be taken from one school to another in assisting counselors and prospective students with career information. In addition to the motor coach, another complete set of materials has been made available to put into classroom settings. The project has been equipped with the following type of information: career films, cassette recordings, cassette film strips on careers, career displays and pictorials, video tapes on business, industry, and vocational-technical education information. The career information is designed in such a way that it can be loaned to any center desiring specific career information for short periods of time such as individual requests for 16 mm. career films. The project was initiated in 1970 under the Vocational Amendments of 1968 and was continued for two succeeding years, 1971 and 1972. The total cost of the project was $56,020 with $33,612 funded from Vocational Education Act monies. Since that time the projects have been funded in part by student orientation fees and local operation monies. The project started with eight schools using the career information and has been expanded steadily until during the 1973-74 school year, 36 schools used the materials. These career information materials have been overwhelmingly received by guidance counselors and have served over 10,000 students each year in making career choices.

Outreach Services -- Disadvantaged and Handicapped. Since the implementation of the Vocational Education Acts of 1963, the Fox Valley Technical Institute has made a concerted effort to reach and recruit minority groups and disadvantaged individuals into training programs by offering courses in adult basic education, career information, and occupational training. In 1971-72 alone in a project totaling $60,680, of which $27,306 were matching federal funds, the District served 2,200 Mexican-Americans and Indians on an individual basis through a mobile adult basic education program. A number of these students enrolled in full-time career programs and were trained for employability. Occupational training programs have been made available in the clerical occupations, machine operation, welding, small engine repair, and maintenance areas, not only for this group but many other individuals that were also classified as disadvantaged. Since 1970 and through July 1, 1974, a total of $1,256,629 was expended of which $698,242 was from federal funds, with the local matching district funds amounting to $558,387. These projects served a total of 4,838 individuals.

Occupational Extension. Through the Vocational Education Acts the Fox Valley Technical Institute has offered extension training programs to upgrade individuals employed in practically every occupational area in the District. Training has been offered to farmers to improve their skills in the area of agriculture, and we have found that farmers enrolled in these programs have increased their net worth on the average of $2,000 for each year spent in the program. We have been serving 850 to 1,000 farmers in these activities each year. This has made a tremendous economic impact on the agriculture community of the District. Individuals employed in the construction trades were given extension training programs in order to upgrade their skills and to keep abreast of the changing technologies in their various occupations. Over 3,000 students have been served each year in these areas of extension training. With the assistance of Vocational Education Act monies it was possible to provide updated equipment and instructional materials to make extension training programs relevant to the students in the multitude of occupations served.

Consumer and Homemaking Education. Activities were continued in each of the 26 high school districts comprising the Fox Valley VTAE District giving the homemaker information not only in consumer knowledge but also in giving training which the homemaker can use as a part-time wage earner.

Conclusion. As a result of the Vocational Education Act of 1963 and the Amendments of 1968, the Fox Valley Technical Institute has been able to expand its full-time training programs from 27 to 42, thus offering a variety of career occupational opportunities for young people and adults in the Fox Valley VTAE District. Enrollments have increased in the full-time programs from 875 in 1967 to over 4,500 in the 1973-74 school year. In the outreach activities enrollments have increased from under 10,000 to over 19,000 all of which were made possible through the tremendous community support of vocational, technical, and adult education activities, as well as the support that has been received in financial assistance through the Vocational Act of 1963 and the 1968 Amendments. Many individuals who were underemployed have been trained so they could be employed to their capacity, as well as many unemployed individuals who were taken off welfare rolls due to training activities and educational opportunities made available through the Fox Valley Technical Institute. This has been true not only in the Fox Valley VTAE District, but the same type of impact has been carried out in the other 15 districts of vocational, technical, and adult education in the State of Wisconsin. With this type of impact, it is felt that the Federal Vocational Education Act should not only be maintained but increased in order to continue to expand the occupational training opportunities to the citizens of the District and the State of Wisconsin.

Question: I'd just like to comment, Clare, if I might, on the concept of competency based certification. This is not a new concept, but it's relatively new in practive; and I, for one, am happy to hear Fox Valley Technical Institute is moving in that area. Hertofore, whenever we talked about competency-based education, we haven't been talking about it in terms of reducing the instructional time that is given to a student but rather something on top of the degree that has been earned or the certificate that has been earned. I think that this particular concept deserves looking at in a little different light, and maybe it's one that we should be giving a little more time.

FRED PONSCHOK, DIRECTOR, BUREAU FOR CAREER AND MANPOWER DEVELOPMENT, SHAWANO PUBLIC SCHOOLS, SHAWANO, WISCONSIN

In going through my materials last night, I ran upon some statistics. If these statistics are wrong, I wish Ruel would correct me on it. This was taken from the Ford Foundation study from some years ago, and I hope this hasn't proved, especially in Wisconsin, that our vocational education programs are ineffective. When I read these figures last evening, I see that each year, when we have 3,000,000 students leaving secondary education, about a million of them enter institutions of higher education and of the remaining two million, one million complete high school and the rest drop out before they graduate. Now the moment I looked at this, I say, "Yes, we're meeting a lot of success and on the other hand, we're still faced with a lot of challenges." I'm going to present an overview on the students as they exit our programs. I think we have to do this. We've listened to a lot of success this afternoon, but I just wonder about the number of students that we failed. Going back to these statistics that I just mentioned, it was also interesting to note that, out of the 2,000,000, only about 400,000 had some vocational training and marketable skills in high school. Then I looked back at the four exits as students leave our schools. One would be, for an example here, to go onto post-secondary education of some type. The other one would be to go out into employment. Those are desirable ones. But the undesirable ones, of course, are those that drop out and those that get out of the school system with nothing but a general curriculum experiences and they can't do anything. Now, this would leave approximately 1.6 million - what are they equipped to do for economic success? We don't know very much about what happens in the job market to high school graduates or to college dropouts without vocational skills or work experiences. Are they prepared for on the job training for example? We get an inkling from the Labor Department studies showing that only three out of ten of the non-college trained labor force have any formal training for their present job. This would seem to indicate that somebody else is pulling up the slack for educational institutions. We have our industry doing a job to help kids out. We've got the military. We've got other non-academic instructional agencies, and we don't know whether the job they're doing is cheaper or better. So I looked at it from that standpoint. The other thing was that concern for vocational education always rises during periods of crisis. There's little doubt that most of today's social unrest is a result of a steady decrease in the availability of jobs for the unskilled and a simultaneous increase in the number of young people who are totally unprepared to meet the demands of skilled employment in our technological age. We, at the secondary level through the firection of the DPI, answer this by saying go to the comprehensive high school. We've had some problems with this term and I don't think it is an obstacle to improvement, rather there was resistance to change and experimentation. I think what happened with the term "comprehensive" was that people reflected a lot of misunderstanding of vocational education by policy makers and academic personnel in the schools. Sometimes we can relate to the comprehensive high school as one definition. And a prevailing pattern is to house three sociologically and educationally discrete schools. One of those would be the academic, one vocational, and the other the general. And, of course, the general we're talking about is rejected by both the academic and vocational programs. And we try to do this under one roof and under one principal. This is an illusion of comprehensive unity and indeed often from what's negative interaction. The effective means of promoting interaction among students is to

PONSCHOK

assure that they experience something in common. The more natural thing would be through curriculum and not the cafeteria. As things now stand in most high schools, vocational programs prevent the student from preparing for college and the college bound student from identifying their own work world talent. If alternatives were kept open to students at all stages of their schooling and relevant experiences and content from the work world were integrated into all studies, students would be less likely to regard the vocational word as alien or inferior territory. I think I'd go along with Mr. Sirek on that we are still looking at the Carnegie units, we still slot students into year long courses for one unit a credit. But, then we have to look at a lot of things, breaking courses down, the short term training experiences. There's a lot of things we have to look at. When we talk the comprehensive high school, I think we've got to include more than that. I think we have to go down to the elementary school and call it a K-12 setup. I think the job of a K-12 school system is to develop career conscious students. We have to do this through inter-disciplinary approaches and carry this through the middle schools and the high school based upon concepts dealing with the work world, self, career planning and preparation. I see another thing here emerging, and I see the limitations at the secondary level. As I look at programs that can be offered at our post-secondary schools as compared to high schools; sure, we've got some limitations. I see a big change taking place here and by 1970, people claim that jobs in terms of production and services is going to be at a 20 to 80 ratio. As I view a lot of the programs in our secondary schools, I still thing they are dominated primarily by a lot of production kinds of experiences; like machines, building trades, printing, so forth. I'm just wondering what we can do at the secondary level when we're looking at all the other emerging fields that are available. A student might be, for an example, in the police and fire sciences, ornamental horticulture, visual communications, or hotel management, to mention a few. I think we've got quite a job. Now we have been doing something here at the secondary level, we've tried to again be as broad in depth as we possibly could. We try to use some cluster approaches. Still I see a lot of things we're still trying to do to fit the curriculum to the student rather than the student to the curriculum. I don't know how well we're tooled up, for an example, to deal with individual demands of students. If I'm in a small high school and for some odd reason we identify just the one vocational program in that school in the welding area, and a young man would come up to me and say, "you know, I'm interested in something vocational and I want to be an office machine repairman," I think some how or another we ought to be able to meet that student's needs in some given way. Going back to how they exit the program. Any high school as I pointed out has three basic curriculums and that would be the college orientated, the vocational program, and then that general curriculum that leads to nothing but undesirable exits, dropouts, diplomas without relevancy. We do have some people, and I'm not identifying any specific groups, that would suggest that we only have one exit from the high schools and that is the college prep program. I think we in secondary education and I hope it's with the support of post-secondary institutions have got to guard against such kinds of things. Here are some things which you might hear. Vocational education should be postponed until after high school. Industry prefers to train its own workers. Our school is too full and too small to offer good vocational education. I think to guard against these, we're going to have to come up with some kind of solution. The other thing that you might hear is that the best vocational education is a good general education, and that's probably only one of the arguments that are important. People try to build a wall between vocational education and general education for some reason, and where such a wall exists, I think we got to tear it down. There are three general propositions which seem defensible here. Vocational education cannot prosper unless it has a strong general education preceding it and accompanying it. For the majority of students, the practical arts including vocational education are the only means of lending intelligibility to the more academic subjects and the vocational education content of general education courses is rarely presented to students. Somehow or other we've got to bridge that gap. I would look here at some things that we can zero in on as vocational educators at the secondary level. We got to help kill that general curriculum and I don't know with what we're going to help kill it. I think we've got to set a goal that each and every student leaves our educational institutions with a salable skill. That's a pretty big chore. Secondly, we've got to be sure that the skill that the students leave our institutions with is a salable skill by checking with employers. We have too many people who have taken Spanish but can't even ask directions in Mexico City. I think we need to set up a placement office in every high school, not just as a service to our students but as the best means of feedback as to our successes and failures for those students who don't go to college. We seem to do a pretty good job at the secondary level with placement for our college entry students. I think we have to also establish a remedial program tied closer to both vocational and general education. Fifth, we need to move heaven and earth to close the undesired exits from school that exist that lead to nothing but unemployment frustration and hatred. I'd like to close with a question if you don't mind. I raise this question. Can the K-12 school organization adequately provide a comprehensive education to the large number of students that they are prescribed to serve? My response to that is that the job is going to be rough. I think we need a lot of help and I think we need additional funding and I agree with the superintendent from Brillion and the agriculture teacher from the Green Bay school systems. I think we need to examine the present legislative laws to see if more assistance can be provided to the high school. If not, then we should pass some legislation where we can meet this end. We also need to have supporting services from our vocational districts and we're going to need a lot more of it. Thank you.

TIM WENDT, STUDENT REPRESENTATIVE OF MADISON AREA TECHNICAL COLLEGE, AND OF STUDENTS ON THE WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION, MADISON, WISCONSIN

My name is Tim Wendt. I am a part-time student at Madison Area Technical College and a part-time LTE at the Wisconsin Board of Vocational Technical Adult Education. My post-secondary education started at Oshkosh Technical Institute, 1971, enrolled in Electronics Technology. I chose this school and course after deciding not to enter the university or college level of post-secondary education and pursue the prerequisite courses I had taken in preparation for some sort of baccalaureate degree. History and English were my main interests in high school, but I was uncertain about pursuing them because a teacher's job was not appealing to me. Knowing my grades and interests I asked a counselor for some assistance in choosing an educational future. She asked me what I enjoyed most in my past four years. I had one semester of basic electronics and was fascinated by what I had learned. Without further conversation I was directed to Oshkosh Technical Institute for more information concerning electronic technology. He could not explain what type of job I would qualify for, present or future demands for my field, and as a matter of fact he couldn't tell me any more than I could read in the brochure.

After I enrolled in the course and attended classes for about two months I found out that electronics technology had the highest dropout rate of any course offered at OTI. I also found that the majority of my classmates had two years experience before entering and they found the classes very challenging. I then dropped electronics technology and enrolled in conservation technology at the end of my first semester. I was then told by a guidance counselor that seventeen credits was the maximum number of credits I could take. This prolonged my education into a third year, bu had I taken a couple of credits more my second year I could have graduated. The third year was not a total waste of time though because I was elected President of the Wisconsin Student Council of Technical Education (WSCTE) and eventually to the position I now hold. Working for the WBVTAE is a tremendous experience for me, but my classmates have two years job experience and my future is still uncertain. The years of my post-secondary education may not be a common history of other Voc.-Tech. students but many students do change majors and end up going to school for three or four years in a two-year associate degree program. I am still convinced that had there been a tuition on the VTAE system I would not have even looked at the training they had to offer. The guidance counselling has increased its ability to counsel students, but the counselor-student ratio is very high and this causes problems for them to do their job effectively. This problem causes students like myself to go to school longer which in turn costs not only me more money but also districts, the state and federal government. Job placement, although 100% in some courses, for courses that are low seem to decrease even more whether jobs are in demand or not. In many schools we find not only under-staffed offices but also placement officers that are counselors, teachers, and student activities coordinators. Equipment should be reviewed and kept up to date. This is one area I feel industry should be providing more assistance. Students between the ages of 18 and 30 represent 75% of the FTE's enrolled in Vocational Technical system in Wisconsin, and as a whole in Wisconsin they constitute a large portion of taxpayers but they are not represented on policy making boards in the educational system. The Wisconsin Student Council of Technical Education in its fall conference last weekend stated they will pursue the placement of students and recent graduates of our system to the Wisconsin State Board, Wisconsin Advisory Council, District Boards, and local advisory councils. I wonder why local districts hire high paid personnel for special projects when they could utilize students in some projects for many reasons, three being: students valuable knowledge of their problems and the VTAE system, the tremendous experience for the student, the true love students have for the VTAE system. Students when asked how they like their education usually answer "it's the best choice I've made in my life."

Question: How do you plan to approach the placement of students on the State Board and the State Advisory Council on Vocational Education?

Answer: First of all, we wanted to make sure that we had some candidates because we felt that if we went in blind, it would be ridiculous. So we do have candidates now. People that are interested and would definitely let their background and so forth be looked into. We, therefore, are going to talk to the Governor publicly and privately and hope we will be able to submit some names to him within a couple of months, especially for the State Board. There are three openings coming up in, I believe, the first of May next year. Clare, could I say a few other things? Dr. Sorensen, I was hoping you would ask me about financial aids because that's one of my crutches that I hadn't alluded to in my little topic here. What bothers me, as you know, is the work study. When I was going to school at Fox Valley Technical Institute, I had a sufficient amount of funds and I did not even look into the financial aids area. This is true of a lot of students. They hear or see signs of financial aid if you need it but they do not go and seek these unless they are desperately in need of them. And that was the case of myself. I was getting very low on any sort of money. I had been collecting social security because both my parents were retired. So I went into the office and I asked for financial aids and to find out what were the criteria that I had to follow to get them. I was then told that my parents would have to fill out a needs test based on the needs of their background or their financial stability and because I had been a dependent the year before. So I went back and we filled out the proper data and we brought it back in and found out that my parents were financially able to support me to go to school. The case really was that they had bought a new house in the city, moving from a rural area and had not even begun to pay for this house. They also had just sold a restaurant that they had but they only get this money in time lapsed payments and they virtually had to go back to work, not come out of retirement but stay within the means of the social security, and go back to work so they could feed themselves. I, therefore, went approximately two months out of each year literally starving. I had various problems because, as you know, if you collect social security, it is counted as income for financial aids. You can also make a base salary for your maximum per year; and I believe this year it was around $2,300 which I can make in two months working in a factory during the summer. This is absolutely not adequate for me to live on for the period of time that I am going to school. I think that a lot of students do not utilize financial aids mainly because they do not know about them. I don't think that you are going to get students to know about financial aids by having the financial aids officer go into each classroom and talk to them about it. I think, rather, a better approach would be to have some students that are well versed on this issue go around and actually find out who needs financial aids. As soon as a couple of students hear that this person really got helped, they will probably come to them and say, "I truly do need financial aid," or "maybe, I do qualify." They now think that financial aids are a gift or charity which it definitely is not. They have not been educated on a lost of special projects and so forth that come through the districts and think that when something does come up, that it's nice and that it doesn't affect them. They do not know much about CETA and many other programs that are brought down through the State and Federal levels. I think that we have a big problem, a big communications gap between the student and the individual institution and also between the state and the individual student.

Q: It would be quite a challenge for your state association too to pack all the creative awareness type thing as well as a dollar commitment.

A: We are presently talking about it and actually hoping to submit some type of project within the near future and that sort of area.

Comment from a counselor in the audience: I'm a counselor and I work with financial aids quite a bit and I know that what he's saying is definitely true. In many cases, the financial aids package is such that the student just cannot tolerate it. When they go to a vocational school to get a financial aids package, you get $250 cash grant, you get about a $600 work study program and a $1,000 loan. They just can't handle it. They're scared to death of it. Another thing is basic grants. I just got a letter back. I wish I had it to show you what they say. We can't get your basic grants applications till the end of January and then we are not sure of the amount of money that we can get. They announce these basic grants, get yourself basic grants and to to vocational school, there's all kinds of advertisements on television, and it isn't that easy for them to get it. And then the student, , I just sent an application to Fox Valley and I'm going to send another one tomorrow, these kids are wondering where they're going to get the money to go to school and I'm sure I can't promise them anything because if they fill out this item "yes", it is in the parents' confidential folder and the parents are scared to death of it for fear that they're going to get criticized or called in by the IRS or whatever. They don't want people to know what's on their IRS forms and they don't want to give out this kind of information. They think it's confidential and they don't feel they want to give it out. A lot of kids suffer because of it. And the programs, the kind of financial aids the kids are getting to go to vocational school, are just not that good. It isn't even that good to go to college.

Member of the Council: I think this is a good challenge for you, Tim, and for your association because at the Federal congressional hearing in Fond du Lac this past summer, the four congressmen that were there were very much taken up by the comments made by the students that presented that day. I think some real efforts on your part in this area would be to the students' advantage.

Comment from someone in the audience: I think that's been established for quite some time that it's much easier to get a grant to pursue a Ph.D. then it is to get a grant to attend a vocational school to learn a trade.

Tim Wendt: Could I just make one last comment on financial aids. It's a crutch of mine and I carry it around with me all the time. I don't know if the directors or the people at the individual institutions are aware of why people initially do drop out. I think that this is one area of high percentage of students' reasons for dropping out of school, either they cannot get their funds through the financial aids that they had been promised or they don't come at all. Maybe they're veterans, that's another area and funds don't come through and they just have to drop out of school because of lack of money.

Comment from the counselor in the audience: That's right, this is just what I'm saying. These kids are going to school. They start school with the idea they're going to get some money to pay their education and, probably sometime in November, they get the message they aren't going to get any of the financial aids money and they're on their way home.

GEORGE KINSLER, DIRECTOR, BUREAU OF PROGRAM DEVELOPMENT, WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION, MADISON, WISCONSIN

This is a memorandum of Eugene Lehrmann, State Director, on Parts B and F of the Vocational Education Amendments of 1968.

Part B. The categories covered in the Part B section of the Act are: administration, construction, disadvantaged, handicapped, apprenticeship, occupational extension education, equipment, professional development, and special awards. The areas covered in this report deal with the apprenticeship, equipment, and extension. The equipment category is the area selected by the State Board to fulfill the 15% requirement for post-secondary. One of the main reasons for selecting the area of equipment to make our special thrust is that quite often the quality and the number of stations adequately equipped in a program is in jeopardy because of the inability of the districts to respond to the rapid changes in a technology. We, therefore, feel that with the specific identification with the equipment, area districts are able to respond and keep their laboratories current with up-to-date equipment so that the relevancy of their programs is maintained. It was decided that this would be done on a project basis and that each particular occupational area in each district, such as machine trades, practical nursing, and data processing would submit a project for consideration by the State Board. A specific set of criteria following the intent of the Act was developed, a copy of which is attached, and each project was scored following this criteria. These equipment projects were then divided into two groups; one group being new programs that have not had students graduate and the other group being on-going programs. Each of these groups were then arranged in order of rank; and based on the project's rank, dollar awards are made to the extent of the funds available. Generally speaking, the amount of federal aid paid on any particular project varies from 20-45%. The higher scores receiving the higher percentage and the lesser scores receiving the lower percentage. Initially we found this procedure to be quite cumbersome and tended to generate considerable volumes of paperwork. However, since we placed this into operation in 1968, we have found that the system is running rather smoothly. We have followed a similar procedure in the apprenticeship programs throughout the state and the occupational extension courses. We feel that we have rather sound criteria, and over the years we have been responsive to the changing needs of our state's work force. Because of special limitations found in the Act in terms of percentage of dollars to be spent in different categorical aid, we find that at times it is difficult to identify with a new and innovative concept and carry it through.

Part F. Highlights of the 1973-74 year:

1. Approximately 2/3 of the funds were spent for disadvantaged and handicapped persons.
2. While persons of all ethnic and economic backgrounds were encouraged to enroll in all courses and programs, special projects were designed for native Americans, Spanish-speaking, blacks, handicapped (including mental health and preparing them for independent living), senior citizens, and the rural poor.
3. Numerous community agencies were involved in the planning and implementation of these programs and courses such as family services, university system, county social services, family court, low income housing organizations, WIN, and so on.
4. The major educational emphasis in each of these programs is consumer education, nutrition, child development and parent education, and home management.
5. Some unique methods that were used in providing these educational services are: Mobile van, so that the services could be taken to the individual, radio programs, TV tapes, consortiums, courses in low income housing units, as well as the county and state institutions.

We have been able to have three districts identify with a consumer education specialist and anticipate this to grow.

Scoring Guide for Part B Programs - Fiscal 75
Wisconsin Board of Vocational, Technical and Adult Education

State Evaluation Criteria
Part B, Regular
VE-AS-217

Project No. ______________________

Project Title ______________________

____

(For State Office Use Only)

	LEVEL CHECKED	SCORE	COMMENTS
1. MANPOWER NEEDS Weight 6 Points 30 Employment needs severe or great-5 Employment needs mild or slight--3 Employment needs not evident ----0	___ ___ ___ ___		Use Dec. 73 Occupational Opportunities Infor. for Wis. 5 points - 60-80 - Rapid 80-100- Moderate 80-100- Rapid All other combinations 3 pts.
2. VOCATIONAL NEEDS Weight 3 pts. 15 Service to special target groups-5 Service to regular groups--------3	___ ___		Disadvantaged and) Special Groups) 5 pts. Form VE-FS-205 required for 5 pts. Others - 3 pts.
3. EXCESS COSTS Weight 3 points ---15 Unusual, high costs--------------5 Normal costs---------------------3			$30,000 - Equipment - 5 pts. Excessive cost - Circuit Instructors - Courses when Hourly rate is $30 per hour and over.
4. RELATIVE ABILITY TO PAY Weight 4 Points 20 Median or below median valuation-5 Above median valuation	___ ___		Districts 1,2,15,17 5 pts. Districts 3,5,6,9,10, 11,12,13,14 4 pts. All others 3 pts.
ADDITIONAL CONSIDERATIONS: 5. Schools in economically depressed areas --------------------------5	___		Districts 2,13,14,15, 16, 17 5 pts. Districts 1,3,4,5,6, 12 3 pts. All others 0
6. Schools in high drop out or youth unemployment areas---------------5	___		Districts 5,6,13,14 5 pts. Districts 1,2,9,12, 15,16,17 3 pts. All other districts 0
7. Demonstration or pilot projects 10	___		Each supervisor to determing When only one program in state.
TOTAL POINTS POSSIBLE = 100	Total		

Recommendation: Approve ___ Disapprove ___ Defer ___ Return to Applicant ___

Comments: *Please be sure to check for advisory committee minutes on equipment projects.

*Note on top of page new or on-going program for each project

*Score on the project--the first column is reserved for the supervisor from the discipline that the project originates in and the second column for the other supervisors.

*Demonstration or pilot projects - Programs or courses never offered before in the state.

Question: I'd second the categorical aids approach. It is cumbersome but you do have the review on a priority basis. I think it's done that way. It frustrates us at the local level but if you sit back and look at it, it's done with priorities in mind. You're reaching through that method, you're reaching those priorities that do need it and it's worked out well.

Answer: I know when we initially started to sort this out, we received a lot of flack in terms of the way we went about, but in looking at other states and the way they have functioned, we feel that our project method has been more responsive to specific needs and is fulfilling the intent of the Act very well. We feel the project method is very accountable. You can look at the project, you can look at the efforts that have gone into it and measure the end product.

Q: I would like to just make a comment concerning categorical aids. I think those in general education do this with some mixed emotions that probably a steady diet of either categorial aids or general funding is not good and maybe some kind of a mixture would be a little better. There's no question that the categorical aids deliver the cash on the mark. However, the priority for that mark isn't always established on all the apparent needs and, therefore, some other programs maybe will want it. So I guess it depends upon at what levels we're talking about this and where we're talking about this.

A: We're dealing with vocational education and we do have our general education component in there and that's respected as we put any program together, any educational program.

Q: I think we're talking about education revenue sharing, manpower revenue sharing. To get it down to the local level is its objective, where local needs might be better identified. It takes decisions down to the local political level and it's based on a great deal on politics. I don't like what I see at all and I sure hope we don't go that route.

A: I would question if the criteria are met as we use them in the method here in terms of the intention.

CARL TRAEGER, PRINCIPAL, OSHKOSH WEST HIGH SCHOOL, OSHKOSH, WISCONSIN

My remarks on vocational education will be confined to three areas: 1. My involvement with one sector of vocational education--agriculture education. 2. Some personal concerns about the status of vocational education in high schools. 3. Some suggestions that might help improve overall vocational education in secondary schools.

First, my involvement with vocational agriculture education: In early 1969 Mr. William Kahl, then Superintendent of Public Instruction, appointed me to serve on a state advisory committee for vocational agriculture. His charge to the committee was: "To give direction to the state superintendent in terms of program development in the future of agriculture education, for innovations, and changes." Then, as now, there was concern for the dwindling agricultural population which resulted in a weaker voice when agricultural interests needed to be shared with the general public. Also, the image of agriculture in the minds of the public needed to be improved--as it does today, witness the present controversy over the calf slaughter. I have served on this committee for six years, having been its chairman from January 1972 to April 1973. If vocational education is defined as any education which provides experiences, visual stimuli, affective awareness, cognitive information, or psychomotor skills; and enhances the vocational development process of exploring, establishing, and maintaining oneself in the world of work, then agricultural education is that phase of vocational education which uses the content of agriculture in a program designed to enhance the vocational development of an individual. The committee is composed of some 15-20 people, representing education, farming, agribusiness and industry, youth, and liaison between agencies. Peter Senn and Gaylord Unbehaun, who also testified today, have served on this committee. In its six years of operation the committee has been quite successful in maintaining good communication with the state superintendent. We have developed and published some seven position papers on: Agricultural Mechanics; Articulation between secondary and post-secondary schools; Occupational experience programs for vo-ag students; Evaluation of vo-ag programs; Dairy herd testing; Extended contracts for vo-ag teachers; and Advisory councils. One very visible and important accomplishment of the committee was the reinstatement of the position of agriculture consultant in the 1973 executive budget. This position had been eliminated as a cost saving measure in the early versions of the budget. Through the efforts of the Ag advisory committee the position was restored. In summary, although realizing that the Ag advisory committee is but one of many such advisory committees in operation, I feel that it has made itself known in the constructive development of vo-ag programs, in providing state leadership and support, in promoting curriculum innovations, and improving communication among administrators, teachers, guidance workers, students, farmers, employers, and the general public.

Second, my personal concerns: As a high school principal I have two personal concerns over the status of vocational education. My intent in mentioning them is entirely constructive, not critical, but I feel them important enough to bring them out into the open.

1. The unavailability of teachers. With all the talk of the teacher surplus, it is still very difficult to fill vacancies in agriculture and industrial arts with competent people. If a system such as Oshkosh finds these teachers hard to get--how much more difficult must it be for smaller communities?

2. The maintainence of balance and perspective in curriculum. I am concerned that everything going on in a comprehensive high school be kept in some kind of working balance. State Superintendent of Public Instruction, Mrs. Barbara Thompson, emphasized this point in her regional conference with principals in Green Bay this week. The mural on her office wall which is reproduced on her personal stationery bears out this idea of all parts of the system working together in balance. Even her zodiac sign, Libra, the balance, is depicted in the mural.

Having been fortunate to live long enough, I have seen many thrusts come and go as the wheel of time turns and the exigencies of the immediate present (as well as the future) need solutions. In the early part of the century the entire guidance movement began with vocational guidance. Then things expanded to include educational, personal, social, emotional, etc., etc., guidance. In the 50's we went on the science and math binge. Then came a backlash in favor of the arts and humanities. We went through all the stages, and are probably still in the stages of overemphasis on preparation for college. And today some teachers are becoming concerned at what they call the present "worship at the shrine of vocational education." They feel that balance must be kept so as not to water down what they consider to be fundamentally important in education to fit the lowest common denominator. These teachers are not just concerned that education as it is heading is not the best education possible unless balance is maintained.

Third, what might be done to improve overall vocational education in high schools? I presently am privileged to serve on another Ad Hoc state steering committee under Dr. Ruel Falk to explore alternate ways of doing a better job of providing vocational opportunities for vocational education for all students. Two weeks ago we had our first meeting with Paul Speight in Madison. Many ideas were proposed which promise to shed new light on new and better ways of doing things. I am also chairman of a local committee enjoined to explore alternate new ways of gaining high school credit toward graduation which might include work experience credit, co-op credit, and credit for schooling taken in the vo-tech institutes. We presently do allow a given amount of credit for various alternatives, but the question seems to be: "How far may we logically go along these lines?"

To conclude, as I see it, we need to come up with new ideas to make vo-ed more available to more people. The thrusts might be along the following lines:

1. Work with staff to sell them on the need for vocational education for everybody and perhaps to convince them to get personally involved through additional training and active participation.
2. Encourage our post-secondary educational institutions to train more and better vo-ed teachers.
3. Work cooperatively with other school systems, sharing ideas, facilities, and staff with other communities on a reciprocal or tuition basis.
4. Achieve better articulation with and between high school and post high school institutions, including both college and technical schools, contracting services as needed.
5. Strive constantly to maintain a balanced curriculum.
6. (General) Determine local and state needs in the area of vocational education and try to come up with specific ways to meet those needs. The various committees on which I am serving are working toward this objective, and I think we are progressing.

I personally am convinced of the real need for vocational education for everybody. I also am dedicated to continued attempts to maintain our perspective and balance in the overall sphere of education. Thank you for the opportunity to express my views.

Question: Carl, the committee that you're serving on dealing with alternatives to education, apparently that committee has met a time or two?

Answer: Just once so far.

Q: Are you getting any indication as to what kind of direction they are taking?

A: Yes. There are some definite programs that they're attempting to incorporate. For instance, I think they're talking about possibly two schools and two programs that they want to start implementing now. They haven't determined just which schools they are. The first meeting was sort of an organizational meeting. We were talking about what the definitions are of comprehensive vocational education. We spent a lot of time dealing with that. In other words, how many pilot programs or Capstone programs must you have.

Q: You know it's interesting, every time we speak of alternatives in education it ends up with vocational education. It seems like that may be the only alternative that we have or at least the only popular alternative.

A: There was a meeting yesterday. One of the sectional groups, there are eight sectionals, dealt with alternatives. I sat in on it for a while and they listed some 20 different possible alternatives: free schools, for instance, like the ones operating in Madison. There are other alternatives besides vocational education but basically, I think, what we're interested in is alternatives that would make it possible for us to do what we're doing now in a better way, for instance, in getting rid of a lock step arrangement, the Carnegie units. I'd like to get on continuous progress or something like that, and certainly we do have early out kids who graduate without spending four years there. But I wish we could get more of it. It's difficult to work out.

TERRY SIEFERT, JOB PLACEMENT DIRECTOR, OSHKOSH AREA PUBLIC SCHOOLS, OSHKOSH, WISCONSIN

I'm the job placement director of the Oshkosh area public schools and I am concerned with our students finding placement either in the college, technical school or on a job. Because of the goal of 100% placement, vocational education becomes extremely important in reaching that goal. However, there are problems. Too few students take advantage of vocational education for job skill training. Too few teachers and students view vocational education as part of the main stream school experience. They view it as an alternative, an attachment, something added on. We know that many students are exiting school with poor job skill preparation and poor attitudes. They do not understand what is expected of them in the work world. They are not aware of the opportunities available through vocational education or they view if as a second-class route. I believe one answer to the problem is career education. If vocational education is to reach its full potential, students and teachers must view it as a main route to an occupation and success in society. But for this to happen, vocational education should support and encourage all educators to become involved in career education. I was part of a federally funded career education project in Sheboygan, Wisconsin for three years. I had the opportunity to work with teachers, counselors, administrators, and community leaders in integrating career education into the school system, K-Adult. One result was that career education had a positive effect on vocational education. Elementary students became more aware of the work world and developed positive attitudes towards themselves and the work world. Junior high students explored the 15 career clusters and how subject areas relate to the work world. They also learned of the importance of vocational education and that it is a main street educational approach to job skill development. Career education and happened in many different classrooms in subject areas resulting in teachers and students understanding more about the work world and the differing routes leading to the work world including vocational education. At the senior high level, students were continually exposed to career education activities, hopefully preparing them for the next step after high school. The importance of college and vocational education is stressed along with attitudes and development. The career education project changed attitudes. General education teachers developed a greater appreciation of vocational education while demonstrating the occupational implications of their subject areas. Student attitudes became more positive towards the work world and vocational education. I feel career education can help vocational education cease being an alternative, an add on. It can help vocational education become viewed as a part of the main stream school structure acceptable by both teachers and students. I observed the beginnings of this taking place in Sheboygan but to become successful, career education needs the support of vocational education. On the other hand, career education should be integrated into the total school structure if vocational education is to become truly acceptable to all students. Thank you.

Question: Terry, we heard earlier today in one of the earlier presentations that career education is not a concept that can be implemented over a short period of time. I was just wondering if you had any observations concerning the implementations of career education through your experience in the Sheboygan project?

Answer: Okay, I think the elementary schools will integrate career education much quicker than the secondary. The secondary school is where you basically find more resistance because I don't think they truly understand what career education is. One of the first work shops had an English teacher say, "Am I suppose to quit teaching English and teach career education?" So they really do not have an understanding of what it really is. Once they find out, once they have an opportunity to become involved in it, I think you will find career education being integrated into the school system at the secondary level. But this will not happen overnight. I think most people agree it will take anywhere from probably three to ten years before you will have a real impact on the secondary school. I think that in three years we had a terrific impact on a high school in Sheboygan.

Q: Are there any procedures that could be used to speed up the process?

A: Inservice training, summer workshops. Unless you have an opportunity to give the teacher time to be emersed in the career education concept and to work with them, you're not going to change their attitudes and this is basically what you're trying to do. Change their attitudes so that they want deal with career education concepts. Once you do that, you're a long way down the road, but talking to them on an afternoon after school is not going to do it. Bringing them into a workshop of maybe several weeks in length, you have a good chance of changing their attitudes. So like I say, I don't think that an after school period or one day is going to do it. Many times it might confuse some individuals, and some people you're not going to reach period. We had some individuals in four summer workshops, it didn't affect them a bit. Other people's attitudes changed drastically once they had an opportunity to work with it and see how it's going to enrich their curriculum and it gives them an opportunity to meet the needs of more students. Once they see this, once they understand you're not changing them into a vocational educator, then most of them are more than willing to take part in it. The interesting thing is, once they have an opportunity to integrate this into the curriculum, try it in the classroom, they become supporters of vocational education because they see it as another route to society, but until this time, many of them see college as the preferable route to take. If you can't for some reason go to college, well, poor fellow, there's vocational education. This attitude has a tendency to dissipate once they understand what is happening, once they work with career education. So I'm sold on it, really. But for vocational education to reach its maximum potential, you're going to have to start dealing with career education in the elementary,

SIEFERT

junior high, and senior high. I'm getting students over here that are seniors and they don't know what vocational education is. That's too bad. It's something that you cannot deal with strictly at the senior high level.

ANDREW STENKLYFT, ASSISTANT TO THE DIRECTOR, BUREAU FOR CAREER AND MANPOWER DEVELOPMENT, WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION, MADISON, WISCONSIN

All the parts of the Vocational Education Act of 1963 and the Amendments of 1968 will be presented through the five Advisory Council State hearings. The following two parts were chosen for presentation at this hearing.

Part I. Curriculum Development Programs.

The purpose of Part I of the Act is to enable the Commissioner at the U.S. Office of Education to provide appropriate assistance to State and local educational agencies in the development of curriculums for new and changing occupations and to coordinate improvements in and dissemination of existing curriculum materials. Funds available under Section 191 of the Act are used by the Commissioner to award grants and contracts for the following purposes:

a) to promote the development and dissemination of vocational education curriculum materials for use in teaching occupational subjects.
b) to develop standards for curriculum development.
c) to coordinate efforts of the States in the preparation of lists of curriculum materials available.
d) to survey curriculum materials produced by other agencies.
e) to evaluate vocational-technical education curriculum materials.
f) to train personnel in curriculum development.

Colleges or universities, state boards, and other public or private agencies which are non-profit are all eligible for grants and contracts under Part I. The money is held by the United States Commissioner of Education for his discretionary purpose. Wisconsin's high schools' participation in this funding is presently limited to the State's involvement with the nationally funded Curriculum Center at Springfield, Illinois. This Center acts as a consortium for the six states of Minnesota, Iowa, Indiana, Illinois, Michigan, and Wisconsin. A representative of the DPI meets with coordinators from the six states to share information on vocational curriculum materials.

Part G. Cooperative Vocational Education Programs.

Part G monies are used for the expansion of cooperative vocational education programs and for ancillary services and activities which are necessary to assure quality in such programs. Cooperative education is a method of instruction. This method is not new in vocational education, nor it it used solely by vocational educators. Cooperative education does, however, provide the student with an excellent learning opportunity. A cooperative vocational education program means a cooperative on-the-job training program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic and related vocational courses, by the alternation of study in school with a job. These two experiences must be planned and supervised by the school and employers so that each contributes to the students' education and to his/her employability. Guidelines for cooperative vocational education programs are established at Federal, State, and local levels to ensure that the students receive quality instruction and supervision with on-the-job training. Students are tested, counseled, and selected for this method of instruction and placed with employers for on-the-job training in accordance with their abilities, aptitudes, attitudes, and career objective. A typical vocational co-op program in high school would have the following:

a) a teacher coordinator who is trained in this method of instruction and who has at least 2,000 hours or related work experience within the previous 10 years.

b) a student who has selected a tentative career objective. This student will be a senior who has taken a sequence of several related skill-building courses which will enable him/her to be placed on the job with supervision.

c) an employer who is willing to be a training sponsor by providing employment for the student in a variety of activities so the student can gain a full understanding of the occupational skills necessary for that business or industry. Usually 3 hours a day, 5 days a week for the entire school year is adequate.

d) a related class composed only of the students who are placed on the job for training. This related class is taught by the teacher coordinator who also has ½ hour per week per student to coordinate training station activities. This class time provides an opportunity for the student to learn additional work related skills which become evident because of the actual job responsibilities.

e) a training agreement and training plan which involves the coordination of the teacher, employer, student, and student's parents to design the necessary on-the-job and in-school training the student will receive to reach his/her career objective. Occupational competencies are produced for entry-level jobs as well as promotability or further advanced technical training at a post-secondary school.

Cooperative vocational programs are presently being conducted in 100 high schools throughout Wisconsin. Through a combination of Part B and G monies, schools are reimbursed on an average of 45% of their additional instructional costs, such as: teacher coordination time, equipment, special learning materials, and paraprofessionals. All of the vocational disciplines participate in the co-op method. Twenty-seven percent of senior-level vocational education uses this method. The benefits of co-op education are many. Several of which are:

1) The student is able to make the transaction from school to the world of work gradually with the assistance of a teacher-coordinator and a training sponsor.

2) Follow-up studies of co-op graduates show a considerably higher rate of placement in jobs related to their career objective than vocational education not using the co-op method.

3) Because of the close supervision and safety training, the Department of Industry, Labor, and Human Relations will waive the age requirement for co-op students to allow minors age 16 to 18 to be employed in hazardous and restricted employment.

4) Individualized instruction can be accomplished to a greater extent due to the training plan and variety of training stations.

Monies through Part G are used to support co-op programs. In addition, this part of the Act was added to allow further expansion to meet the specific needs of the disadvantaged student. Funds are available to pay added employer costs, and costs to students for special tools, equipment and clothing, transportation, and other safety equipment. Since Wisconsin's allocation is less than the demand for Federal financial assistance, priorities of funding have been established to serve the greatest number of students. Therefore, instead of reimbursing employers or students directly, the Department of Public Instruction encourages and supports financially the following in addition to regularly reimbursed items:

a) extensive counseling and other pupil personnel services.
b) additional unique methods to develop self-concept and motivation.
c) an additional period of related capstone instruction.
d) additional time for the teacher-coordinator to make home visits and training sponsor development.

In the future, as additional funds become available, the DPI will expand the Part G co-op priorities to include reimbursement for items needed to further help the disadvantaged student. All the Part G allocation to Wisconsin is distributed to local high schools, while all the Part H, Work Experience, allocation is distributed to the post-secondary schools. This is because of the greater need for high school age students to obtain a more structured on-the-job training program and a lesser dependence on the need for job salary since they are normally supported by their parents at that age. Monies available through Part G have benefited many high school students in Wisconsin. Disadvantaged students, which include the potential dropout, have benefited particularly because of the close student/teacher/training sponsor relationship. Individual needs can be met more adequately this way. It is our goal to be able to extend this opportunity to students throughout all the high schools in our State.

Question: Are you satisfied with coop the way it's been running and its success? It sounds like it, I can take it you are, the department is?

Answer: As was discussed a little earlier, it's unfortunate that some communities aren't able to find a sufficient number of training stations. Cooperating districts are going out and finding, maybe a little bit outside of town, maybe five miles outside of town, or ten miles outside of town or a neighboring town training stations. I'm basically satisfied.

Q: Have you seen an increase in this kind of thing in programs designed for girls more than we see in the past?

A: Definitely. There are several schools now that have tipped the balance as far as the number of males vs. females in what was traditionally a male or female occupation.

Q: In which vocational fields specifically is this?

A: I believe it was Seymour that has more girls enrolled now in industrial education than boys. Agriculture is another area that is one.

LONNY HANSON, LABOR MEMBER, FOX VALLEY VTAE DISTRICT, APPLETON, WISCONSIN

Labor strongly supports Vocational, Technical & Adult Education, as it is through this program that skilled manpower can be provided in the many occupations for which training is available through the Fox Valley Technical Institute. Our Trade and Industry Department works closely with Industry, Management and Labor through advisory committees to provide the necessary training needed for skilled manpower to meet the needs of industry throughout the Fox Valley Technical Institute's District. It is also through management and labor that FVTI was able to upgrade 14,000 individuals in the past year, in their respective occupations, while enrolled in extension classes. This made it possible for individuals to keep abreast of the changing technologies and employment demands in many occupational areas. In the past year, 450 apprentices in 28 different occupations received their training at FVTI. Having served an apprenticeship myself, and having attended classes for related instruction, as well as evening classes at FVTI, it is my opinion as well as the opinion of many others that this is a major reason Wisconsin has one of the finest apprenticeship programs in the nation. In May of this year, 126 apprentices graduated from FVTI, who are now employed as skilled tradesmen in their respective occupations. The FVTI, because of the support of the Vocational Education Amendments, last year trained over 5,000 individuals in 42 occupations leading to employment. One of the important points I would like to make is, that of over 800 graduates, better than 90% were able to find employment in occupations related to the training taken at the Technical Institute.

KENNETH HUDDLESTON, LOCAL VOCATIONAL EDUCATION COORDINATOR, COOPERATIVE EDUCATIONAL SERVICE AGENCY #13, WAUPUN, WISCONSIN

Summary. From past experience in Wisconsin, I believe that equality of educational opportunity does not exist for high school senior youth in rural schools versus high school senior youth in larger school districts in terms of capstone program availability. Youth in rural districts simply do not have the opportunity to enroll in the variety of capstone programs as do youth in more populated areas. Therefore, I believe the state must study the unique problems of the rural district in providing a variety of capstone programs and examine alternative solutions to these problems already used by some districts in Wisconsin and particularly our neighboring states. Based on the findings of this study, the state should inform rural districts of feasible alternatives and encourage the use of these alternatives through financial support, consultant help, and the establishment of pilot projects to test exemplary alternative approaches.

Facts and Related Information. Since 1965 capstone programs in Wisconsin high schools have expanded drastically from involving only 2000 senior students in 1966 to about 20,000 senior students currently enrolled in over 1,100 capstone programs. However, with the rapid expansion of capstone programs over the past nine years, capstone program opportunities remain significantly limited in rural schools throughout the state when compared with larger districts. In 1972-73 the 187 schools with less than 100 students enrolled in their senior class averaged about 1.7 capstone program offerings per school. Larger school districts during the same year averaged 4.6 capstone offerings. It should be noted that the 187 schools mentioned above represent over 40% of all schools in the state of Wisconsin. From these facts it would seem that the variety of capstone programs available to senior students in small schools (40% of all schools in the state) would be termed "limited" at best.

Unique Problems of the Smaller School. One might speculate that small schools have not adequately addressed themselves to solving the problems inherent in providing a variety of capstone programs to their senior students. I would argue from my experience that administrators, teachers, and board members of the smaller schools are not in many cases providing the variety of capstone programs which they might like because of a lack of State assistance in solving the unique problems of the smaller school. The smaller school many times lack facilities in which to offer capstone courses and to build facilities for new capstone courses would be a real financial burden not encountered by the larger schools. Also, the smaller school many times lack the student enrollment necessary to justify the initiation of a new capstone program while larger schools cannot accomodate all the students wishing to enroll. In addition, it appears that the smaller school lacks the number of vocationally certified staff members that might normally be found in the larger school. Finally, the smaller school simply does not have the financial incentive in terms of funding to initiate capstone programs that is necessary to undertake building or remodeling, renting facilities, training staff, bussing students and sharing staff.

Recommendations To Help Rural Kids. Some might feel that the problems of the small schools are reason to suggest further consolidation of schools. I would strongly argue that the benefits of the small school far out-weight the need for further consolidation and that in fact strong capstone programs can be developed in the smaller school. This is particularly apparent when one examines approaches used in the surrounding five states. I therefore recommend:

1. A task force study the unique problems of the smaller school in providing a variety of capstone programs and examine alternative solutions to these problems already used by some districts in Wisconsin and particularly our neighboring states.
Based on the findings of the task force, the state should inform small schools of feasible alternatives and encourage the use of these alternatives through financial support, consultant help, and the establishment of pilot projects to test examplary alternative approaches.

Question: You mentioned that the 187 schools represent approximately 40% of the high schools in the state of Wisconsin, but what percentage of the student population do they represent?

Answer: That I wouldn't know. We'd have to figure it out. We still are talking about 15,000 senior high school students, that's still a great number. True, when you look at the larger schools, maybe you're talking about 30,000 or 40,000 seniors.

Q: I would think that maybe, you know, we're talking less than 10%?

A: Of the student body?

Q: Of the student body, of the senior students, maybe between 15 and 20%.

A: That's a lot of kids though.

Q: We have some problems with this. I can't help thinking that some of the problems that exist and continue to exist are in home economics, and that there has been a resistance and an opposition to consolidation of services, to go out and make an effort on the part of local boards of education and local people within the community to provide some of these. There is also another aspect to that. You made your point of diminishing returns where it's no longer economically feasible to provide all kinds of Capstone courses for all areas. Maybe that would be a little more selective, maybe you can't provide them all, but maybe we're reaching a point where we should provide some. You know, dependent upon the numbers and the population that we're trying to reach, if we're talking about 15%. You know I can speak this way as long as it's not my kid. But on the other hand, if you make a choice to remain in that kind of area, under those kinds of conditions, then you can't have your cake and eat it too.

A: Well, you know you asked...

Q: You know you have, now the people out there are very glib about making remarks about metropolitan areas, and how they don't like the problems, and how they don't want to live there, and how they're paying higher rates of taxes and things like that. Well, you make the choice. If you want to live out in an area that has no services and has a relatively inferior education system and you don't want these other problems, then you can't expect everything to be provided to everybody. It may be we have to put this thing in its proper prospective and see what some of the problems are.

A: Looking down a little further, we are taiking about 15 to 20% of the kids, we are talking about well over 15,000 kids, probably 20,000, if we use the figure 15 to 20% of the senior students. I think we're talking with the real political situation that many people would feel that consolidation is not feasible. We're not going to be talking about consolidation for the next five years, and if that's true, waiting for further consolidation, I maintain that every year those 15,000 kids will have that 1.7 Capstone programs to choose from. The idea that they're going to move from rural America into larger cities that provide better education for the boys and girls, that's not realistic.

Q: I don't think...

A: You were talking about equal opportunity for all boys and girls and all the children of the entire state of Wisconsin.

Q: Equal opportunity is not the same as equal facilities and equal program. The equal opportunity is there. That hasn't been diminished. Now, I was administrator in the area in which you work and where we had talked very heavily about consolidation of six school districts. This goes back eight years. Three of these school districts were in a radius of four miles. We transfer children farther than that in this district here, and yet we're looked towards in this district with envy because of the programs that are there. What I'm saying is that opportunity now exists if the people living in those communities want it. But through their referendums and voting down the option to consolidate and to provide these services, they're telling us they don't want them. Are we to legislate or to suggest legislation that says, "look, you're going to have them whether you want them or not." I think it's a little deeper problem than that. We're dealing with the surface here and it may or may not be the answer.

HUDDLESTON

A: A superintendent had an interesting comment the other day. He said, "Ken, we can talk about consolidation but you know we're doing one heck of a job at the elementary level and the middle school level, and the ninth and tenth grade level. To consolidate for better programs at those levels isn't going to do the trick. We honestly don't feel that we're doing such a bad job. So you're asking us to consolidate, Ken, for 11th and 12th grade. Don't hold your breath until we do it."

Q: I think it's very interesting because I can understand both sides of what you're discussing, I'm sure both of you do. But I see this as a problem that the whole State faces as far as land use. You know, in the State of Wisconsin, we have a unique situation where we have the best productive land in southern and eastern portions of the State. In the northern and western portions, where land fertility is lower, we have low population density. To get the best uses of our resources, we really ought to be reversing that trend.

A: So as you say, it's not an easy problem. I don't come to you with the easy problems, I wouldn't take up your time that way, but this is a very serious problem especially when we talk about the needs of kids. That's what we're all involved in. We believe in this cause. We're trying to solve it and we're not holding our breath. Kids are crying out there when I drive that road every day. Thank you.

DAVID WOLSLEGEL, RESEARCH COORDINATOR AND LOCAL VOCATIONAL EDUCATION COORDINATOR, COOPERATIVE EDUCATIONAL SERVICE AGENCY #13, WAUPUN, WISCONSIN

Introduction. Through my experience and work in the last five years as an LVEC, I feel that many of our secondary schools have not been able to meet the standards set for a Comprehensive Vocational Education Program. (See LVEC Handbook, page 1-4 - 1-9). Now the DPI has developed the thirteen standards to force school districts into "Quality Educational Programs" and no mention is made of vocational or practical arts education. Has this been an oversight, or doesn't the state feel that Vocational Education at the secondary level is important? Unless adequate state and federal funding can be provided, vocational education will not be expanded. It will become more difficult all the time to compete against other manditory programs for the local tax dollars.

Statistics On Comprehensiveness. As part of a study being conducted by Paul Speight, he found the following information:

1. That only 24.8% (106 of 428) of the high schools in Wisconsin offer a comprehensive vocational program.
2. In schools with enrollments up to 500, the percentage of comprehensive programs was 12.
3. In schools with enrollments of 500-900, the percentage of comprehensive programs was 28.
4. In schools with enrollments of 900-2,000, the percentage of comprehensive programs was 5.5.
5. In schools with enrollments over 2,000, the percentage of comprehensive programs fell to 25.

I think this shows us very graphically that we have a long way to come in developing secondary vocational programs. About 50% of the high schools in Wisconsin fall into the category of 500 or less student enrollments. These statistics may seem to indicate that smaller schools are not interested in providing comprehensive vocational programs. From my experience, I don't think that this is true.

Special Problems of Small Schools. The smaller schools have several unique problems. The students enrollments often are such that it is difficult to justify the operation of many courses. The limited number of staff members make it much more difficult to obatin vocationally certified instructors in all the areas of need. The lack of adequate facilities in which to offer capstone level courses is another burden often encountered. Even though some smaller schools have developed cooperative or shared programs, there usually is additional costs for bussing. There has been a lack of assistance by the State to help these schools develop a plan of action to overcome the problems. The financial incentives have not been sufficient to encourage the initiation of the major changes needed to accomplish Comprehensive Vocational Programs.

Recommendations.

1. That a program be undertaken by the state to insure that comprehensive vocational programs are available to all secondary students in Wisconsin within five years. This program would also need adequate funding.
2. That a study of secondary programs in other states be conducted to provide a base for evaluation of our system and information about other possible solutions that is necessary for development of future plans.
3. That a policy be established that would provide additional financial incentives to districts that must develop cooperative or alternative delivery systems in order to establish a comprehensive vocational program.
4. That a task force be established to evaluate and redefine the criteria for secondary comprehensive vocational education programs. Once the new criteria is established, more emphasis be placed on the local district following the standards.
5. That a variety of new and alternative type programs be funded on a pilot basis to evaluate the worth and effectiveness of these programs and serve as models for the desimination of program models throughout the state.

PHIL GOCKER, LOCAL VOCATIONAL EDUCATION COORDINATOR, COOPERATIVE EDUCATIONAL SERVICE AGENCY #8, APPLETON, WISCONSIN

Being late on the program, everything I've planned to say has been plagiarized already, so I want to bring up a few points and pass these along to you. I've been a vocational educator for quite a few years now and an LVEC for a few, and the things that concern me I will briefly list. Concerning the student being able to leave school at 16 or 18, if the students are going to leave at 16, what kind of education and training are we going to provide them to make them useful and productive citizens and not potential welfare cases? And if we're going to compel them to remain in school until 18, again what kind of education or training are we going to have available to them to make their stay in education relevant to their needs in order to make them want to stay there. So we've got a two-fold purpose. If we're going to get them out at 16 or get them out at 18, we have to plan for it. Because of the increased applications for vocational funding, maybe more money is warranted or be made available to continue our programs. I think if we're going to allow the students to formally leave at 16 or earlier or somewhere in between, maybe school should be considering possible job placement services to help the students. I believe, as many others have stated, in career awareness and self awareness, and this should be emphasized in the elementary schools and possibly through the use of guidance personnel because many schools that I deal with in the elementary system have very few guidance personnel. I think that career awareness and self awareness have to be developed at an earlier level, not later in their academic life. How can we provide equalized vocational training and equalized quality of training for all the students no matter what the ability of the student might be? In other words, are our equalized resources availabe to all the students? This I think we have to consider. Then, lastly, under the circumstances, do we consider the needs and priorities of today? We have to consider the needs and priorities of today in regard to their training. Instead of a presentation, I throw these out to you for your consideration.

Question: I think I'd like to have comment. Your first two points focused on the 16-18 year old controversy. Maybe there's a little hope somewhere down the road for us and that is again with Dr. Thompson, the State Superintendent and Gene Lehrmann and their statement of cooperation between the two systems. Maybe that answer lies somewhere in between their providing alternative programs. We did have some comments today from some of the people that made presentations here concerning alternatives to the educational program. I guess what I would promote or present to you is that maybe this is a future problem with its roots in the future rather than in the past. If this is so, maybe our answer lies in the future, too, in some creative approaches to resolving this and identifying alternatives to the existing educational program. If we do have problems, maybe it's because we're looking for our answers in the past based on our experiences rather than in what the future holds for us. I guess I'll throw that back on you since your a practitioner now.

A: Mr. Tepp earlier, I think, stated that if we make it relevant to the student and make it useful to him, we might not have to worry about the 16 year old leaving.

Q: Plus the fact that he comes from a small school.

A: Right. Many statements have been made to cooperation here today, from the technical school down to the little schools and the big schools. I think this is a solution if we would put away the lip service and really get down and do it.

Q: We have a problem with that that's not resolved. I think maybe we can see the feeling and appreciate what's happening in the smaller schools. Alternatives to the educational program are not available and occasionally we do have this child, the incorrigible student. Maybe in some cases it's more than occasional and you have the problem and that we're trying to make round kids fit into square holes. This is what comes along when you do. Possibly we may consider this. In a short time, school may be an alternative program for that kid. It seems like every time we deal with questions such as these, we're dealing in absolutes, and we leave no room whatsoever for flexibility in the program. These are the kind of things we have to consider but those are the things that are very difficult to legislate and harder yet to administer.

KATHY GUNNINK, FORMER COOP STUDENT, LACONIA HIGH SCHOOL, ROSENDALE, WISCONSIN

I'm Kathy Gunnink and I'm a former coop student. I'm, I guess you could say, a product of vocational education. I'm just going to give you what experiences were given to me as a student. While I was a student at Laconia High School, I enrolled in a business education, office practice, coop class. Through this class I obtained many office experiences. With these experiences I started work at CESA 13 on January 18. At work I do a great variety of duties that I once learned in my business class at Rosendale. There are duties like the dictaphone, and I work on calculators and the adding machines. I also do offset and postal machines and all the other machines at work, and I also do bookkeeping for my project and I do applied basic business in shorthand. These skills I had acquired from classes that I took at Laconia. My job helped me to apply textbook learning into practical working experiences. Following orders by carrying out my responsiblities has given me an experience that is new to me. Applying what I had learned on the adding machines and calculators helped me a great deal to relate things together from the bookkeeping aspect. Organizing materials and organizing my time by allowing for each duty also helped me at my school responsibilities. Overall applied experience is a very important factor of my job. I believe that different types of vocational programs can help my fellow underclassmen in learning about their career or carrying out that career through a vocational program. Home economics, industrial arts, and more vocational classes in agriculture could help students at Laconia. Small schools like Laconia need vocational programs. Because of the size and facilities, they are not able to carry out these projects on a local level. There are many opportunities open for students without a college education, and there are students like me who do not desire a college education. Many openings are given through high school vocational programs. As a student, I feel that a vocational class like the business education coop class was definitely a benefit to me. After working five months part-time, I started full-time at CESA 13 immediately upon graduation. Well, maybe this type of program isn't the answer to everybody's needs but this class really helped me, and I believe it can help a lot of kids in the future.

Question: Many students in the coop program at your school?

Answer: There were about 25 in our class.

Q: All in business? They all coop?

A: Business, yes. But that's the only vocational class that was offered in Rosendale.

Q: How many students in Rosendale High School?

A: About 450.

Q: That's the district?

A: Right. They're consolidate, it was smaller.

CLARE REJAHL, EXECUTIVE DIRECTOR, WISCONSIN ADVISORY COUNCIL ON VOCATIONAL EDUCATION, MADISON, WISCONSIN

Thank you very much. Anyone else who wants to be heard? If not, we'll conclude the hearing. Again, I want to express thanks and appreication on behalf of the Council to this community for the interest they've displayed in vocational education. Thank you very much.

HEARING #3
MILWAUKEE, WISCONSIN
OCTOBER 25, 1974

PRESIDING PANEL

Jack Marcussen, Member, Wisconsin Advisory Council on Vocational Education, Milwaukee, Wisconsin.

Frederick Bronson, Member, Wisconsin Advisory Council on Vocational Education, Milwaukee, Wisconsin.

Henry Herzing, Member, Wisconsin Advisory Council on Vocational Education, Milwaukee, Wisconsin.

PANEL CONSULTANTS

Ruel Falk, Director, Bureau for Career and Manpower Development, Wisconsin Department of Public Instruction, Madison, Wisconsin.

John Kroll, Special Assistant for Federal-State Affairs, Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin.

PRESENTERS

Page

John Zancanaro, President, Wisconsin Board of Vocational, Technical and Adult Education, Milwaukee, Wisconsin 3-3

Tyrone Thompson, Student, Milwaukee West High School, Milwaukee, Wisconsin 3-4

Jeanne Donovan, Representative, Metropolitan Milwaukee Association of Commerce, Milwaukee, Wisconsin 3-5

John I. Hedstrom, Local Vocational Education Coordinator, Greenfield School District No. 6, Greenfield, Wisconsin 3-7

Lillian Sicula, Secretary, Milwaukee Area VTAE District Board, Milwaukee, Wisconsin 3-8

Burt Zien, Member, Wisconsin Board of Vocational, Technical and Adult Education, Milwaukee, Wisconsin 3-9

Richard T. Anderson, Director, Waukesha County VTAE District, Pewaukee, Wisconsin 3-13

Jack Butler, Director, Board of Education, Menomonie Falls Joint School District No. 1, Menomonie Falls, Wisconsin 3-14

Jean Ruzicka, Administrator, Personnel Services and Public Affairs Assistant, GTE Automatic Electric, Inc., Waukesha, Wisconsin 3-14

Richard Budish, Division of Apprenticeship and Training, Wisconsin Department of Industry, Labor and Human Relations, Milwaukee, Wisconsin 3-15

Ruel Falk, Director, Bureau for Career and Manpower Development, Wisconsin Department of Public Instruction, Madison, Wisconsin 3-18

Jack Reihl, Secretary-Treasurer, Wisconsin State AFL-CIO, Milwaukee, Wisconsin 3-19

Lynne Kult, Student, Milwaukee Area Technical College, Milwaukee, Wisconsin 3-22

Tim Griffin, Student, Waukesha County Technical Institute, Pewaukee, Wisconsin 3-22

Joyce Hetznecker, Student, Waukesha County Technical Institute, Pewaukee, Wisconsin 3-23

Jerry Berry, Student, Milwaukee Area Technical College, Milwaukee, Wisconsin 3-24

Robert Mick, Teacher-Coordinator, Metal Fabrication Coop Program I, Waukesha South High School, Waukesha, Wisconsin 3-24

Robert Kreuser, District Administrator, Muskego Public Schools, Muskego, Wisconsin 3-25

Robert Starms, Dean of Urban Concerns, Milwaukee Area Technical College, Milwaukee, Wisconsin 3-26

J. Curtis McKay, Attorney, Representing the Wisconsin Association of Cosmetology Schoolsm Cedarburg, Wisconsin 3-29

J. Michael Bartels, Assistant Vice-President, Manpower, Inc., Milwaukee, Wisconsin 3-32

Ervin LaSage, State College of Beauty Culture, Wauwatosa, Wisconsin 3-32

Thomas Byrnes, Wisconsin School of Electronics, Madison, Wisconsin 3-32

Robert L. Williams, Counselor, WISVET Outreach Program and Student, Milwaukee Area Technical College, Milwaukee, Wisconsin 3-33

George Mack, Electrical Contractors Association, Milwaukee, Wisconsin . . . 3-33

JACK MARCUSSEN, MEMBER, WISCONSIN ADVISORY COUNCIL ON VOCATIONAL EDUCATION, MILWAUKEE, WISCONSIN

This is the third hearing that the Council is conducting throughout the State. We have two to go after this. I understand the first two were very successful. We're here today primarily to hear from people representing the community in various agencies. We are interesed in hearing from you about vocational education, what you feel about it in the State of Wisconsin, what you have to say about it. I'd like to introduce the people serving as hosts today and also the few representatives from the State departments. At my immediate right is Henry Herzing, and to his right Mr. Fred Bronson. The three of us represent the Advisory Council today as members. Down at the other end of the table, to Fred's right, is Mr. Ruel Falk, who's the Director of the Bureau for Career and Manpower Development for the Department of Public Instruction. To his right is Mr. John Kroll, representing the State Board of Vocational, Technial and Adult Education. The two fellows I've just introduced are here today to answer any questions or ask questions, for that matter, as we move along. I might mention that we're going to begin the hearing today with those people who have prepared testimony and, after that, we will ask for comments from anyone in the audience who would wish to speak on vocational education. The only thing we're asking is that you limit your prepared remarks or remarks in general to ten minutes. We have quite a few who are scheduled with prepared testimony and we probably will run short of time as we move through this afternoon. So without taking up any more time, I'd like to call first on Mr. John Zancanaro.

JOHN ZANCANARO, PRESIDENT, WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION, MILWAUKEE, WISCONSIN

My name is John Zancanaro and I am President of the Wisconsin Board of Vocational, Technical and Adult Education. I want to thank you for this opportunity to testify at this hearing today on behalf of the Wisconsin Board. I am sure that as you travel around the state you will receive valuable input from many citizens on how our vocational, technical and adult education program in Wisconsin can be improved. I would like to congratulate you upon going directly to the citizens for input because the programs and services that we offer are justified only on the basis and to the degree we meet their need for training in today's labor market. One of the most critical issues we face today is making sure that all citizens, who can benefit from vocational training, are able to do so. I am firmly convinced that one of the major factors in the success of the Wisconsin Vocational, Technical and Adult Education System has been accessibility of our program to the people. There are many factors which determine the degree to which the programs are accessible - the location of our schools, the pertinence of our programs to the labor needs, program offerings at a time convenient to the student. Indeed, it is even necessary and desirable, where possible, to take the courses to the citizens through the use of mobile units and their place of employment. However, I am convinced that the greatest factor that contributes to the accessibility of our programs is the fact that all citizens can afford them. The availability of low-cost vocational training has long been a hallmark of the Wisconsin vocational system. It has enabled us to serve thousands of persons over the course of years, who otherwise would have been unable to obtain the training they need and deserve. Recently proposals have been advocated which would increase the cost of such training. I believe this would be a step backward. Vocational education is expensive, but the dividends it pays are boundless. You can measure in dollars and cents the return on your investment because these students become taxpaying citizens in our skilled workforce, but even more important is the feeling of self-worth they develop, to which we are all entitled.

TYRONE THOMPSON, STUDENT, MILWAUKEE WEST HIGH SCHOOL, MILWAUKEE, WISCONSIN

Hi! I'm Tyrone Thompson, HERO (Home Economic Related Occupations) representative of the Wisconsin Association of FHA-HERO, and a member of the National Executive Council of the Future Homemakers of America. I am 17 years old and a senior at West Division High School in the Milwaukee Public Schools. I represent FHA-HERO, the largest of the six national vocational student groups. Just recently I attended a National Executive Council meeting in Washington, D.C., and one session was spent acquainting ourselves with other vocational groups. They are: OEA, FBLA, VICA, DECA, and FFA. These groups represent many students like myself who are involved in vocational programs. We belong to our respective groups because we have made a career choice, and our goal is to prepare ourselves for employment upon graduation from high school or for additional post high school training at a technical school. We are members of our group because we enrolled in various vocational classes on the secondary level. I'd like to say a few things about how we as students are alike and different in our search for knowledge. We are students in a secondary school reaching out as a helping hand to the individuals within our youth groups. Some of our values and goals are: 1) To participate in a group concerned with their chosen occupational field. 2) To secure prestige and recognition by participating in a variety of challenging projects. 3) To pursue excellence in pre-approved activities. 4) To live in a social atmosphere in which they have a feeling of acceptance. We have all chosen our career objectives and as a result of that decision, we belong to a student group that can best satisfy our interests, concerns and needs. My Home Economic Related Occupation is Food-Management, Production and Service. Other related careers are: Institution and Home Management; Home Furnishings-Equipment and Service; Care and Guidance of Children; Clothing-Management, Production and Service. Home Economics is a field of knowledge concerned with helping students develop to their full potential. Future Homemakers of America is an essential part of the Home Economics program in the secondary school, giving students an opportunity to explore the multiple roles that individuals play in family, community, and career life. As Home Economics courses at high school level expanded to offer young men and women an opportunity to study home economics related occupations, as well as consumer homemaking, and family life courses, necessary adjustments in the FHA program were made to meet the needs of all students. In May 1971, HERO chapters were established. FHA chapters place major emphasis on the homemaking aspect of the multiple role of individuals combined with exploration of home economics careers and occupations. HERO chapters (taking their name from the first letters of Home Economics Related Occupations) place major emphasis on preparation for job and careers in occupations, combined with recognition that workers also fill multiple roles as homemakers and community leaders. HERO helps students enrolled in occupational training look realistically at the world of work. Through on-the-job training, it helps prepare young men and women for employment that requires the knowledge and skills of home economics. A HERO chapter integrated into classroom work encourages youth to reach out and touch the lives of others and to become involved in leadership and decision-making experiences. It provides an opportunity to become involved with people, and to develop the human relationships so necessary to achievement in the world of work. Vocational home economics students encounter many facets of themselves as they look at meaningful, satisfying jobs to complement their desires, dreams, abilities and personalities. The HERO class teaches skills and principles to prepare members to get a job, keep a job and advance on the job. Through HERO chapter activities, members learn to make realistic transitions from the classroom and textbook to on-the-job expectations and demands. HERO are young men and women involved in a search for direction for a full and useful life. Through their interest in home economics, and jobs and careers related to this profession, they have become members of HERO, a program of class learnings, chapter activities and job experiences.

JEANNE DONOVAN, REPRESENTATIVE, METROPOLITAN MILWAUKEE ASSOCIATION OF COMMERCE, MILWAUKEE, WISCONSIN

The task of relating the "viewpoints and perspectives of employers regarding vocational education" is complicated by the fact that it is difficult to stereotype the "typical" employer. In addition to there being all types and kinds of businesses with their respective interests and experiences, each employer really represents a combination of viewpoints: as a taxpayer, as a civic-oriented organization, and also as a parent. Given this as background, I will try to generalize about some of the major concerns of employers. Overall, there appears to be a general feeling that the schools are doing a pretty good job for the majority of students. But obviously there is room for improvement. The framework of this presentation will be to focus on three rather broad areas in need of more attention and emphasis:

1. Minimum skill or achievement levels for high school graduates. High schools should make a more concerted effort to assure that each graduating senior has at least certain basic, minimum skills in communications (written and verbal) and in mathematics. This may seem quite elementary for students who have spent 12 years in educational institutions. However, in too many cases, prospective employers find that applicants who have recently been graduated to not possess such basic math knowledge as use of fractions and decimals, or knowledge of simple spelling and grammar -- skills that should have been mastered certainly well prior to the senior-high-school level. To achieve these minimal skill levels may require continued remedial efforts for some, and may require some type of "refresher" courses for senior-year students who perhaps have not utilized some of these skills since grade school or early high school levels. In any case, such job-readiness preparation and testing should be a requirement for any graduating senior. For many employers, higher-level technical and occupational skills are certainly desirable and encouraged. However, most firms can and do train and upgrade employees according to their particular needs and skill requirements. But this is extremely difficult to accomplish if these employees do not possess the very basic knowledge and skills. Along these lines, counselors and teachers should be aware of the basic, minimal requirements needed for various types of occupations and industries and adjust their job-readiness efforts accordingly.

2. Student motivation and attitudes. Another area in need of improvement concerns the motivation and attitude of students. This, no doubt, is a larger and more difficult assignment than the provision of basic skills. While we recognize that schools are merely one factor influencing youth's thinking and outlook, education nonetheless does play an important role. There area number of ways of instilling higher levels of motivation and directing energies in a more productive and meaningful manner. One of the most important is "career education." While this alreay is a somewhat overworked term, it has not been utilized much in actual practice in the Milwaukee area. The concept of career education holds tremendous potential for adding not only more interest, but also continuity and relevance to educational experience. More emphasis on career education is needed than now exists--both at an earlier level in our school

system than the traditional high-school-level vocational-education courses, and also on a broader scope--infused throughout virtually every subject taught, as a common, unifying theme. This approach would also help to offset somewhat the traditional shortage of counselors since virtually all teachers would be more deeply involved in the career-education process. In regard to students' attitudes, one of the goals of career education and, for that matter, education in general, is to prepare students for the "world of work." Therefore it is logical and an extremely necessary educational component for students to understand the operations and rationale of our free-enterprise system, our economy and business, in particular. This does not mean propaganda or "public relations" but, rather, an understanding of basic principles and realistic "real world" operations in an unbiased fashion. In addition, another helpful motivator, as well as an excellent learning experience, is the work-study approach. While these types of programs have been increasing in number, there is much room for expansion, especially due to the positive results--for both employers and students--utilizing these programs. Continued expansion of these efforts would seem to be warranted.

3. Coordination of vocational-education efforts. In most cases, employers are quite willing to cooperate and assist with vocational-education efforts. However, their major limitation (other than financial) is the time available to spend on such efforts. Presently there appears to be a great number and wide variety of groups, committees, individual schools and counselors with essentially the same vocational-education goals--that in many cases operate independently and cause a fair amount of duplication, overlap and confusion. More emphasis needs to be placed on attempts to coordinate similar efforts, to better centralize or allocate contacts with employers--in essence, to more effectively utilize available resources.

Question: Regarding the basic skill area, do you have any percentage of students who seek employment out of high school and are found by employers to not have the basic arithmetic or language skills or grammatical skills that might be expected of a high school graduate?

Answer: No, we have not conducted a survey on that as yet. But in our dealings with the personnel people of the companies, we have stressed, what are your major problems, what would you like to see improved? They have come across with this almost 100% of the time. But, no, we don't have any percentages.

Q: You mentioned that students do not seem to pick up, in the school system, a realistic idea of what the business world entails. I'm interested that you brought this out as one of your concerns. How has this been brought to the attention of the Association of Commerce or do you have any input data that suggests a lot of students have unrealistic ideas?

A: Well, just from contact with employers and talking to them, they would be very happy if the students could just come in with basic skills. They don't expect them to know the operations, but students don't at all know what procedures to follow or any general economic background. They very seldom take an economics course and it's not a requirement, as far as I know. Employers communicated that they don't have this.

JOHN I. HEDSTROM, LOCAL VOCATIONAL EDUCATION COORDINATOR, GREENFIELD SCHOOL DISTRICT NO. 6, GREENFIELD, WISCONSIN

Greenfield is a Milwaukee suburb with a population of some 25,000 people. The school district was consolidated in 1958 and presently has a student enrollment of 5,000 and a teaching staff of 225. There are seven elementary schools, one middle school, and one high school. High school enrollment is approximately 1,600, a decrease of nine students from last year. The community is made up of both management and labor with a large number working outside the city itself. Vocational education was instituted in Greenfield in 1973. Efforts previous to this time were futile since many residents considered vocational education for the lower ability student. Through surveys conducted by high school staff and the district as a whole, we found that approximately 27% of our students go onto some form of post-secondary schooling and that approximately two-thirds of our students do not know what they intend to do some day for a vocation. Vocational education began with four programs, three co-operative and one simulation. We offered metal fabrication coop, machine shop coop, office education coop, and office education simulation. This year we started a distributive education program and next year we are looking forward to starting a food service program. In the future we hope to start programs in electronics, power mechanics, and graphic arts. We find we are reaching approximately 50 students per year on a capstone basis, approximately one-eighth of the graduating class. This does not even approach the remaining 60% we should be reaching. We have identified what we consider to be the four key ingredients for a quality vocational education program, excluding equipment and laboratories. Staff is the first consideration. I am happy to say that our staff is doing an excellent job. Their organization, enthusiasm, and cooperation has been the cornerstone for our programs. We have advisory committees working with each of our programs made up of representatives of business and industry, labor, parents, and the community. These people have acted as a sounding board to our programs and ideas and never fail to impress us with their expertise and interest. Presently these committees are developing business surveys of our community, promotional materials for students, and a building proposal for our school board. Community groups have also been effective. Our "in" with these groups is that many of our advisory committee members also belong to the Lion's Club, Chamber of Commerce, and Rotary Club. These groups have aided us in sending our students to the national conventions for the vocational youth groups and in supplying leads to possible training stations for our students. The fourth ingredient is that of actually providing training for our young people. If we are to call ourselves vocational educators, then this must be our first priority. We develop training plans for each student with their individual employers every nine weeks. These plans guide us as to what the student will be doing on the job, what we in the classroom can do to supplement this, and then evaluate our efforts. This plan is developed by the employer, the student, and the teacher-coordinator. In addition to training plans we have a formal training agreement which outlines the responsibilities of the school, the student, the employer, and the parent. Student evaluation by the employer is conducted every nine weeks with the student present. We are seeing results even after one year. Students are involved with their training and their school and community. Vocational youth groups are serving the community and providing individual training in leadership fundamentals. Our first year four of our boys won awards at the state competition, winning two first places, a second place, and an honorable mention. Youth groups are being operated on a management plan with all students having responsibilities. We are beginning to make ourselves known and the community is supporting us. This year our office simulation program is involved with Project In-vest, whereby we function as a model office of an insurance company. This is functioning through the joint efforts of our high school staff and a number of independent insurance agents in our community. We welcome you to visit us at your convenience and see this program in operation. It must be seen to be believed. The state staff of D.P.I. has been very instrumental in working with Greenfield and we appreciate their efforts. These men and women have met with our staff, our advisory committees, and myself on a regular basis. This is most important in giving us direction, support, and even criticism. We do have concerns for vocational education and Greenfield in particular. Many students do not yet understand the world of work and their individual responsibilities to it. This cannot be accomplished in one semester or through one class. It must begin at the younger ages and we are beginning to meet this need through our efforts in career education. We are attempting to reach more employers through presentations to their professional organizations and are presently working on a slide/tape presentation to help meet that end. Two major concerns we have deal with declining enrollments, state aids, and facilities. This year Greenfield residents voted to add a $2,250,000 addition to the high school. Unfortunately nothing was included for vocational education since certain parties thought the referendum would not pass if we stressed vocational education. We have been on a split shift this year offering twelve periods of classes. Since we will now be returning to a seven period day and since our industrial education classes are already full, we will have to tell approximately 150 students that they can no longer take industrial education because we have no room. This may also lead to dismissing some staff in that department...some excellent staff I might add. Our advisory committee for industrial education is presently working on a proposal for our school board for another addition at a cost of approximately $300,000 for expanding our present offerings to include power mechanics, electronics, and other related fields. We just don't have the space for the demands raised by our students. This year our district enrollment declined, and with equalized evaluation, we lost $197,000 in aids. You can appreciate, I am sure, our problems in going to a board faced with that situation and asking for more money. It takes money to operate programs, good or bad. We feel we have excellent programs and are being stifled in our efforts to grow. Vocational education has a strong place in secondary education. We are even looking to our middle school programs to increase their offerings in the related areas. High school vocational education presents the student with both career exploration and job preparation for entry-level positions. This is the need of students at that age. We must fulfill that need. With the proper programs and offerings, we will find our students make realistic career decisions, not haphazard ones. We find we are reaching students of all types; those who plan to go on for further training with industry, those who would not be in school today if it were not for our programs, those who have made a definite career decision, and those who are looking for a handle on a future vocation. We view high school as a total educational experience. Vocational education is one facet of this experience, an important one. A student wants to be, to belong, and to become. Let's keep vocational education where it belongs, encourage it for its efforts, and support it with the needed funds.

LILLIAN SICULA, SECRETARY, MILWAUKEE AREA VTAE DISTRICT BOARD, MILWAUKEE, WISCONSIN

I am Mrs. Lillian Sicula, secretary of the Milwaukee Area Board of Vocational, Technical and Adult Education. I have served on this Board since July 1, 1969, when the Milwaukee Area Technical College District was formed, and during this time, both as a Board member and a resident of Milwaukee, I have seen the enrollment grow to 68,000; an increase in course offerings and programs; and the expansion of evening educational centers into each community of the District. During this time there has been an increase in the number of graduates from MATC which means that business, industry, government, and social agencies in metropolitan Milwaukee have a larger number of trained persons with skills to fill the many available jobs. Looking ahead, the MATC Board is starting to implement a Master Plan which means new facilities for the North and South Regions and remodeling in the West and Milwaukee Campus. Funds for post secondary, technical training, obtained from several Federal acts provide educational opportunities to special groups. These funds which have come from the Vocational Amendments of 1968, Manpower Development Training Act, now the Comprehensive Educational Training Act, and several other Federal sources provide additional financial assistance for basic job training programs for the mentally retarded, hard of hearing, inmates of penal institutions, physically handicapped, and educationally disadvantaged. The record of Milwaukee Area Technical College, and other vocational, technical and adult education districts in Wisconsin, compares above the national average both in numbers of trainees and job placement. We are extremely pleased with this record and we urge Congress to extend the Vocational Amendments Act due to expire next June. We favor the American Vocational Association proposal because it increases to 40% the amount of money for post-secondary vocational-technical education. Since the Wisconsin District system of vocational, technical and adult education was established by the 1965 Legislature, there has been a steady increase in the state aids for the post-secondary associate degree programs. This has been most helpful to the local boards. However, we urge our legislature to provide full funding for the adult vocational courses because we feel these are equally important in the training and retraining of persons for jobs. The MATC Board members join other VTAE district board members in urging the Legislature at its next session to restore the maximum mill levy rate on real estate from the present 1.5 to 2 mills. All Boards should have the potential to raise additional funds through the tax levy to meet special educational needs; to update equipment to provide the latest in vocational-technical training in order to meet local needs. It should be pointed out that the MATC Board operated at a 1.07 mills last school year and that the budget under consideration by the Board for the 1974-75 school year will remain at approximately the same rate, so it should be pointed out that increasing the maximum to 2 mills does not mean an immediate increase in the local tax levy. In summary, may I urge that members of the Wisconsin Advisory Council on Vocational Education in making their report stress the need to continue the Federal funding of programs for the needs of special groups which are high cost but necessary to the local community. Also, I urge your support during the next Legislative session, to bring about a change in present state law which would correct state aids for adult vocational courses, and to restore the property tax levy to 2 mills.

BURT ZIEN, MEMBER, WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION, MILWAUKEE, WISCONSIN

I am Burt Zien. I am a plumbing and heating contractor who employs many apprentices. I employ about 300 trademen and craftsmen and, of that number, about 25 are minority apprentices which have been obtained through the LEAP program at the Milwaukee Urban League. I'm the general manager of the company and chairman of the board and probably the most exciting thing in my life is my membership on the State Vocational Board. I've got a little speech prepared but I'm going to talk ad lib for a few minutes. In Wisconsin, vocational and technical education has reached a level of understanding that is equally as significant as liberal arts education. For many years vocational and technical education was considered to be the underdog and the place where everybody that couldn't make it to the university went. That's no longer true in Wisconsin. Wisconsin has developed the status because of its success and because of the understanding of high school counselors, teachers, the legislature and the governor that vocational and technical education is a significant career for the young people who are adapted for that kind of education. We have arrived at that point in Wisconsin, perhaps more so than any other State in the United States. I've been on the Board for about four years and aside from all the other wonderful things a vocational and technical education has done to train people in the technical and vocational trades, like providing them with a meaningful career with a close tie in with industry, knowing the needs of industry, educating young people in that direction for those who select to go into industry, we also have a very high rate of employment for our graduates and a very high level of success of the graduates in the vocational and technical system of the State, regardless of what district he's involved. There are some 16 or 17 districts in the state, all of which are doing a fantastic job and all of which have been well-recognized by the people of their community and by the parents and the students. I'm not going to talk about that aspect of vocational and technical education. There are many of you here that are going to talk about the accomplishments and the regular trades in vocations and technologies. Our Board today, aside from the continuing deep interest in those courses, is spending more time and more money in the area of training the dropouts, those who used to be called the bums and the useless people of society, spending much time and effort and trying to obtain as many funds as possible to bring in the Indians on the reservations, the black community, the people living in the ghettos, the poor, the Latin Americans, all those 25,000,000 people in the United States and their children, who for one reason or another, have been deprived of advantages of education and particularly education as we know it in vocational and technical education. In the last few years, we've developed a very special technique which, I think, is very unusual. We've developed what we call the interagency technique of education for those who are disadvantaged and poor and those with special problems. I think one of our proudest achievements is the interagency committee that we have established for the inmates of Wisconsin prison system. Many of you are probably not familiary with this because it's been done very quietly and because it's a tough job and it's very difficult to bring together vocational and technical education with the Department of Corrections, with the in-house faculty, with the resources that are in the Department of Corrections, and tie it in budget wise, fiscally and every other way. We have gotten people to work together in this very complex area of inmate vocational and technical education. It's a very simple concept but nobody ever tried it before. It's so simple, it's unbelieveable. All we're trying to do and what we have done in the past, two years with our interagency committee, is to upgrade the vocational and technical courses and the education inside of the state prison, working cooperatively with the Department of Corrections and about 10 government agencies in the State of Wisconsin. We brought together the powers of the State, the State Employment Service, the State Department of Vocational Rehabilitation, Probation and Parole, the Department of Corrections, the State Board; we have two inmates on our committee, a black inmate from the Green Bay Reformitory and a white inmate from Fox Lake. The wardens are on our committee. John Schmidt, the President of the State AFL-CIO, is the chairman of our committee. It's an extremely powerful committee of dedicated people representing industry, labor, the prison system, the wardens, the inmates, all designed to do one little thing, to upgrade and accredit the courses that are taught inside the state prisons. By that we mean upgrading the program, upgrading the teachers, upgrading the equipment, today at Fox Lake, and very soon at the Green Bay Reformitory, and a little bit later at the Wales School for Boys, most of which are in one particular vocational district. We will have upgraded the courses and the people graduating there, the students as we call them, not the inmates but the students, will have received in-house training equally as good as that taught at MATC in Milwaukee or Madison or in any of the vocational schools. They receive a diploma or a certificate issued, not by the prison system, but by the vocational school in the district in which they're located. We've had over a thousand inmates go through or are in our courses now in the past two years. We had our first graduation at Fox Lake about three months ago with 75 inmates in a cap and gown ceremony, believe it or not it sounds kind of corny but it's true, with a cap and gown ceremony, marching in the pomp and circumstance, received their first certificate. Many of these students did not have schooling beyond a six grade education. These are inmates who were about to be released on parole or would be released shortly within the next six or eight months. I'm taking a little more of your time than perhaps I should, but I just want you to know about this extremely significant development in a very complex area, hoping to take these young people who are in prison, give them a career or at least the foundation of a career so that they will not return again and cost the State $13,000 to $14,000 a year. They will have a job, support their families, and have a meaningful vocational background. More briefly, we are involved in interagency committee programs with the Indian community, and this is just getting underway. It's taken us about a year to put it together, but within the next month or so, the Technical Institute in Stevens Point has been selected to be the first interagency committee program involving Indian women, many of whom have a desire to become nurses, practical nurses and RN nurses. There again the interagency committee concept is beginning to function. The Director of Nursing for the State of Wisconsin is a member of the committee. The district director of that district is on the committee, and the Indian community is represented on the committee. Our State Board is on the committee and we're putting together a special program with standards not being diminished, holding the high standards that are required of nurses, and bringing in Indian women who are being recommended by the Inter-Tribal Council and their communities to go through the specialized course in nurse's training so they can go back to the reservation and the rural communities and be a help to the people there. We're working with the same kind of concept, which is just getting underway, with the 16 to 18 year old dropouts. Some six judges in the State of Wisconsin petitioned our Board for our position and the position of DPI, what do you do with a 16 or 18 year old dropout who never wanted to go to school? We're beginning to enter into an interagency committee which is just being appointed this week. Now, unfortunately, we don't have enought money because this has never been a high priority item. The amount of money we're spending comes primarily from the Federal government. However, our districts are beginning to budget small amounts of seed money to work along with it. Our State Board is finding whatever money we can to stimulate these programs, and that's why this program is perhaps the most exciting program in vocational education anywhere in the United States. Wisconsin has assumed the leadership position in this unusual concept of interagency committees, developing vocational education programs for the poor and the disadvantaged of America and, in particular, Wisconsin. I'm not even reading a lot of things that are in the speech that I prepared, but I'm mindful, for example, of the great work that was done in Milwaukee with Bob Starms as Dean of Urban Affairs. We're taking vocational education away from the institutions, away from the buildings and subcontracting programs out in the field like the LEAP program with the Urban League which was developed by organized labor and the contractors in Milwaukee. Like the program at the OIC which went through great trouble and had all kinds of problems in the beginning five or six years ago, but today is one of the recognized inner-city agencies for vocational training in certain courses. These are subcontracts and Bob Starms monitors these courses and helps them and encourages them and this is probably one of the finest outreach programs anywhere in this country. Taking the education into the community, they get people started. It's only a start in the area of career education. We don't claim to be the ultimate result because they begin, they take a course, they learn English, we upgrade them in math. they finally get into a rudimentary vocational course and that begins the life that they've never had before, opportunities that were never available before. We're going to continue in the State, not only in Milwaukee, but in Superior, Eau Claire, Green Bay, and Fond du Lac. The poor people all over and the disadvantaged and the culturally deprived people who've never had these opportunities. Our Board is going to continue to work with the district boards. We're not superimposing ourself on district boards; it's a cooperative effort where we offer the facilities of the State agency and our policy making position through the local resources and the intimate contact that the districts maintain with the people of their district. It's a beautiful system, a lot of cooperation, and whether we're cooperating with the Bureau of Corrections or the Director of Nursing or the DPI, we're not superseding their prerogative, we're taking nothing away from them. We're simply offering them the facilities that we have and time, money and expertise. I think I'll stop right here. You gentlemen on this Advisory Committee are going to have to help us to expand this program, we're not wasting any money. It's probably the most significant development in vocational and technical education in the United States. You're going to have to get behind us and continue to persuade the legislature, most of whom are behind us anyhow, and the governor who is behind us, and Joe Nusbaum who is behind us and to take the message to Washington as well and impress the people up there with the fact that we need a few more bucks down here to keep the thing going and to expand what we're doing.

Question: Do you have an indication or any encouragement that the program that's being conducted in the penal institutions is going to be acceptable to the business community?

Answer: Yes, as a matter of fact, a member of our interagency council, Mr. Dave Hoeveler, with the Wisconsin Chamber of Commerce and he's been very cooperative and he is our liaison with industry in the State. But beyond that, some industry is moving ahead of us. For example, the Harnischfeger Corp. has already established the relationship in Waupan and we had nothing to do with that directly. Our people at Fond du Lac have been working with the Waupan warden and with Harnischfeger and they have assured many of the inmates who have taken courses in machine tool that they have jobs for them because Harnischfeger has many contracts, they have many government contracts. There are a number of other companies that are specializing in this area. At Fox Lake, we have a very unique program of custodial care. It's not just taking a mop, putting it in a bucket, and sloshing water on the floor. This is for inmates who are to some extent mentally retarded. There's not much of a future for them in the more sophisticated vocational or technical courses. Those who are to some extent retarded, none the less, can be productive citizens and so we have developed the most fantastic, I say we, I mean Bob Sorenson and his staff at Fond du Lac and the warden at the institution, have developed the most fantastic workshop you've ever seen with every kind of material, every kind of wall dressing, every kind of ceiling, every kind of flooring, every kind of equipment and thse people are all guaranteed jobs by the custodial service trade industries at Milwaukee and Madison. Now unfortunately, one of the problems is that while they're all guaranteed jobs, the jobs don't always pay quite enough when the fellows get out and get those jobs at $2.50 an hour or $3.00 an hour. Some of them leave. But none the less, they get started in this area, they get out of an institution, and if they start off in the trade in custodial care and they upgrade themselves, that's fine, at least we got them started on the right track. Does that answer your question? There's more and more acceptance by industry in Wisconsin, particulary, and we're not finding as much reluctance on the part of industry as we did in the past.

RICHARD T. ANDERSON, DIRECTOR, WAUKESHA COUNTY VTAE DISTRICT, PEWAUKEE, WISCONSIN

Mr. Chairman and members of the Advisory Council on Vocational Education for the State of Wisconsin, I am pleased to be able to be present for this hearing and to testify on behalf of my district and for southeastern Wisconsin. As you are aware, we in Wisconsin have had a long and successful history in Vocational Education. The primary purpose of our Wisconsin State System of Vocational, Technical and Adult Education has been and continues to include: 1) To help people prepare for a job, 2) To help people find and retain a job, and 3) To help people retrain for a new job or be upgraded on their present job. The passage of federal legislation has assisted vocational education in Wisconsin to a tremendous degree. The various federal acts have allowed services and fostered services to individual people that quite possibly would not have been accomplished without federal funds. These federal funds have been used to provide special attention to vocational orientation, teacher training, curriculum development, and similar activities by the VTAE districts. At WCTI we were able to develop and present to each high school in our district a complete set of occupational sound filmstrips that explain 32 different occupations and the equipment to show the material. Another grant allowed a Spanish translation of the filmstrips to be developed which was greatly appreciated by the large Latin population in our District. The federal funds used for capital expenditures for equipment and construction have assisted all districts in Southeastern Wisconsin to provide modern functional and well equipped shops and laboratories in which timely and appropriate occupational skill development is taught. Probably the most important feature of federal funding is the impact that these monies have on individual people. Each VTAE district has unique problems that are difficult to solve utilizing only local funding. Assistance to the handicapped, minorities and the elderly has been accomplished to the great satisfaction of individual people. At WCTI, for example, we have been able to develop a combination group and individual counseling program aimed at providing probationary students with a measurable and productive means of improving their academic performance. This program has greatly reduced the number of dropouts in our programs that were caused by poor attitudes and performance. Another example of the use of assistance to people is exemplified in the WCTI pre-vocational, pre-employment program. As you are aware people with poor work records, limited education or other such backgrounds have an extremely difficult time in securing employment. This special program is geared to provide persons with the specific personal skills and attitude changes to allow them to be considered for employment. These are the types of programs that federal dollars are supporting throughout the State. In this time of tight money VTAE schools are constantly attempting to form consortiums with other agencies to avoid the duplication of services and competition for funds. The Handicapped and Disadvantaged student survey recently conducted in the WCTI District was a joint venture with the Department of Vocational Rehabilitation, County Public Schools Special Education, the Waukesha Training Center (Shelter Workshop) and WCTI, conducted with federal funds, to identify handicapped students and determine their vocational needs. In addition to identifying over 6,000 people with special needs, the venture also caused DVR, the Training Center and WCTI to evaluate their respective counseling services and determine ways in which each could use the services of the other to avoid duplication. The benefits of federal funding to students is of prime importance, however, there are other very important issues to be considered. One is the competition for funding. At WCTI we recommend that the procedures to be used to distribute dollars be continued on a project basis. This method of allocation forces schools to thoroughtly research, practically implement and honestly evaluate each program. The issuance of blanket monies sometimes allows for imprudent spending. Of course, monies allocated on a competitive project basis require fair, objective and understandable criteria and awarding procedures. In conclusion, on behalf of the southeastern VTAE Districts and our students we respectfully request that the Wisconsin Vocational Education Advisory Council recommend larger appropriations of categorical federal funds for Vocational Education. Thank you for this opportunity to speak to you.

JACK BUTLER, DIRECTOR, BOARD OF EDUCATION, MENOMONEE FALLS JOINT SCHOOL DISTRICT NO. 1, MENOMONEE FALLS, WISCONSIN

Menomonee Falls Joint School District No. 1 is pleased to have the opportunity to give the Board input as it relates to Vocational Technical Education in the State of Wisconsin. The Board involved itself three years ago in the vocational program by first hiring an LVEC and then entering into vocational programs on a coop and project simulated basis, that involved such areas as business education, industrial education, and home economics programs. This program in our district was needed and is at this time servicing 193 students. We do however have concerns relating to vocational and technical education in the vocational technical districts: 1) We feel that a closer working relationship in program development at the local high school level and the vocational technical district should be established. 2) (We believe that the vocational technical district should establish programs that only limited numbers of secondary school students would participate in.) This would make it financially possible to have available a quality teacher and facilities for this type of program We believe that the local high school should be involved in general education, career awareness, and entry level job skills but that in-depth concentrated technical programs be the responsibility of the local vocational technical school. We are making the following recommendations: 1) That the vocational technical schools and local schools should be required to reduce to writing an awareness of each of their programs, 2) Not more than ten percent of the credit offered at the vocational schools be transferrable to a four-year college, and 3) The problem of the 16-18 year old student should definitely be considered by the vocational technical committee at this time; if a school district desires a program offered at the vocational technical level, the school should pay the vocational technical school for use of facilities and teachers. In the case of the student who has exhausted all opportunities existing in a given field at the secondary level, they should be slotted into existing programs at the vocational technical level and fees and expenses but not per diem educational costs. It would be the prerogative of the local high school to accept this as part of the total credits for graduation.

JEAN RUZICKA, ADMINISTRATOR-PERSONNEL SERVICES AND PUBLIC AFFAIRS ASSISTANT, GTE AUTOMATIC ELECTRIC, INC., WAUKESHA, WISCONSIN

We have hired three women with Spanish surnames from the WCTI Pre-vocational/Pre-employment Training Program. The first applicant was hired in April 1974.

We have since employed two more women from this program. When applying for employment, these women were accompanied by a representative from the WCTI Downtown Campus. It is evident that the special training provided by this program is very worthwhile. It motivates the participants of the program to obtain a job, to keep a job, to have a proper attitude towards the job, to maintain good attendance, and to attempt to perform their work to the best of their ability. I have personally followed the progress of the women we have hired. They all have maintained good attendance and the proper attitude, and their supervisors report their work is satisfactory. We consider the WCTI Prevocational/Pre-employment Training Program to be a success.

RICHARD BUDISH, DIVISION OF APPRENTICESHIP AND TRAINING, WISCONSIN DEPARTMENT OF INDUSTRY, LABOR AND HUMAN RELATIONS, MILWAUKEE, WISCONSIN

My name is Dick Budish, I'm the regional chief for the Southeast Wisconsin region of the Wisconsin Division of Apprenticeship and Training. I'm here this afternoon, endorsing a program which I have become aware of in the process of doing my job. A function of our Department is to mainly promote apprenticeship and to administer the program. We don't generally get involved, contrary to what many people believe, in the actual placement of individuals. We don't go out finding young people and put them in the program; this is left up to other people such as the Employment Service and outreach agencies and other methods for placing the apprentices in their occupations. I should add that we also get involved in other training programs such as Veterans training programs and training programs for disadvantaged people. Presently, in the Milwaukee area, we have in the neighborhood of 28,000 apprentices in training and in various trades. In the period of the last nine or ten years that I've been working with the program, we do get an oversight into various programs that are going on in the community. We can see when they succeed and we can see when they fail because we're around for a while, we're permanent people, we're a permanent agency. We see programs come and go, we see the successful ones and I think we can distinguish which are doing their jobs and which ones aren't. The thing that brought me here today was that I saw what, I believe, is a very successful program. I was very much impressed by it and I went through the procedure of finding out who administered the program and I wanted to compliment them on it. Now the program that I'm talking about is the ICE program operated by the Milwaukee Public Schools in the Milwaukee area, the industrical coop education program. In finding applicants for our apprenticeships through the years, we've run into some feelings on the part of parents and school counselors and the public in general with regards to our program, that has been hurting our program and that was the attitude many people had towards apprenticeship training programs. They felt that it was a dumping ground. I'm talking about high school counselors who are in very important positions for helping youngsters make decisions for selecting life-time occupations, and we've had the feeling that many of these counselors have had the impression that apprenticeship training programs were dumping grounds for students who couldn't make it in college or couldn't achieve in other areas. We ran through periods of times when the economy was very good, where we had good vacancies, where we could have placed young people into excellent training positions but couldn't because the stress in recent years has been on college education. We felt that the many qualified people that would have done very well in trades were misdirected. We've tolerated this because there wasn't much that we could do about it. Recently, we started getting feedback from employers and from parents and from students and apprentices that had gotten involved in the ICE program and this is when it started to impress me. We were impressed by the high quality of the candidates that were coming right out of high school and going into industry and very soon being indentured into formal apprenticeship training programs. It was obvious to us that, for once, these particular students were being counseled very well before they even left high school. We were also impressed that these students were the higher students for a change. They were on the higher level and this was very important because, for years and years and years, we were getting complaints from employers and from joint apprenticeship committees and other sources that the types of applicants that they were getting in just didn't measure up to the work. Many of the committees that deal with apprenticeships, the trade committees and many of the manufacturers have recruitment standards for apprenticeship programs that are actually higher than some of the requirements for getting into college. These jobs pay, in many instances, substantially more money that college graduates make. You're well aware of the type of wages that are paid in the construction industry. Well, this is true in industrial trades. When a young person graduates from a machinist's program or tool and dye program, they come out in the neighborhood of $15,000 a year. Some go past $20,000 a year. There are many, many college graduates who can't do that when they graduate, it takes years and years to get up to that. So with this in mind, many of these companies have high standards because they indicate to us they use our apprenticeship programs for training grounds for supervisors and technical people. And as I say in the past, they had complained because the type of individual that was being referred to them just didn't measure up. No we've found the ICE program to be a reversal of these previous policies. We've found, for instance, that individuals that had good intelligence and good high school backgrounds and the desire to go on to something other than professions, now had a source, they had some place to go, they had someone to counsel with and they had a direction. We also found that employers were now being pleased because they were getting this higher caliber of individual that they were going to invest $30,000, $40,000 or $50,000 in over a period of four years and that they could seem more reasonably assured they were going to get their return back. So I'm endorsing this program voluntarily. When I was made aware that the Council was having these hearings, I was eager to have the opportunity to speak my piece on this. I was given some names on some of the participants that have gone into the program in recent years, so we quickly went to our file to see how many had actually gone on to formal apprenticeships and we quickly ran across about 25 names. Of those, we only lost five apprentices that had gone into the program, evidently they had been properly counseled and were doing very well on the job because that mortality rate of only five out of 25 is very good. So I'm speaking for my agency, endorsing this particular cooperative program. Now I'm not endorsing these work study programs as a whole, because we know in parts in the State and even locally there are other types of high school coop programs that aren't performing as well. This particular one is the one that I'm speaking about, and as I said, I whole-heartedly endorse it and as far as we're concerned, we'd like to see it continue and expand if possible. Are there any questions?

Question: Yes, in this apprenticeship training, what areas or what skill areas do you cover? Do you just cover industrial areas or do you cover the instructional areas also?

Answer: Our Department handles everything. We have basically four categories. We have the construction trades which amounts to about 30 different occupations and, presently in Milwaukee area, that would be about 1,400 apprentices, that's a guess, plus or minus a hundred. We have the industrial trades which account for about another 20 different trades in the industrial field and perhaps this accounts for another 800 or 900 apprentices, and then the rest would be in the service occupations and the printing area. So we do administer all the formal State apprenticeship programs in Southeast Wisconsin. So in the Milwaukee area, we have about 28,000 and we have about another 600 or 700 in the Racine-Kenosha area.

Q: How are openings in any particular apprenticeship area determined in any one year? Who determines the openings?

A: It's upply and demand. If the employers want apprentices and if they can do the training, we'll approve the establishment and this is where our job comes in. We help the employer set up the training programs, we approve the establishments, we indenture the individuals formally and then monitor the programs. So if an employer of a machine shop or one of the instructional committees indicates they have openings and, if everything is in order, they can do the training, they're willing to pay the individual to go to school one day, and pay the wages, then we'll approve it and the apprentice goes on. Many people have had the misconception that this is controlled by politics or by union activity or something like this. This simply isn't true. The main determining factor into where apprentices go, what field, and how many go on is the economy. It's very closely related to the economy. The economy is going down right now and we immediately feel it in the number of apprentices that are being indentured simply because they are enough journeymen to go around now. But as soon as the economy goes up, there are not enough skilled people and then we are looking around for individuals to come into the program and this is when it's hurting, when the employers want good quality individuals, they want to start replenishing their journeymen staff and their supervisor staff. We then turn around and find that good candidates are hard to find.

Q: In the construction industry, would the contractor essentially have to sponsor apprenticeship then for the entire period?

A: The way it works in the construction industry, in all the trades, is that they have an individual joint apprenticeship committee for that trade. The plumbers have their's, the electricians have their's, the bricklayers have their's, and this committee is advisory to us. We approve the people that sit on that committee. The committees in Milwaukee have jurisdiction over all four counties. A typical committee is made up of four representatives of management and four representatives of labor. They meet usually once a month and one of us sits in on the committee meeting. These committees will receive the applications from employers that want to train apprentices and they also receive the applications from individuals that want to become apprentices. Then the committee determines the qualifications of the employer and also reviews the applications of the individuals and puts them on a waiting list. Then the committee matches up the employers with the apprentices. The apprentices are indentured to the committee and they are sub-indentured to individual employers. So if they get layed off, they are rotated to another employer at the discretion of the committee. The committee is in charge of them and the committee is responsible to us, the State. Now in the industrial trades, it works different. We indenture the apprentice directly to a company and if the company goes low on work, then we suspend the apprentice and try to place him in another company to finish.

BUDISH

Q: Are there any minority apprentices in this program?

A: Oh, yes. In the ICE program, out of the 25 that we were discussing, I'd say about four of them were minorities. In the apprenticeship program, in general, I think Milwaukee has got a pretty record. The construction trades led the field and I think we probably have the outstanding program in the United States. We, perhaps right now, have in the construction area 285 apprentices, just in those trades. We probably graduated another, perhaps 100, recently within the last year or two years, so this is one of the programs that one of the previous speakers was talking about, the LEAP program worked with the Urban League. It's been very successful and it's well thought of throughout the United States. We have definite quotas that we must maintain, minimum quotas of minorities in the Milwaukee area. It's about 9% so we, this is part of our job, require that all trainers of apprentices have these goals and that they maintain them. Their programs are integrated to the point of at least 9%, most of them are over. This stands for construction trades and industrial trades and service trades. One other thing I might add about this ICE program is that it gives individuals some insight into the world of work. When we started making a concerted effort to get minorities into trades, this was one of the real problems we had. Since people who learn about trades normally learn about them from uncles and relatives and fathers and such, and since there was a lack of minorities in the trades, naturally it stood to reason that minorities knew practically nothing about trades when they came out of high school. So this was another good function of the ICE program in that the individuals are being counseled in high school as to what trades are all about. So one obstacle is already oversome when they come out of high school, they now have an insight as to what they're going into.

RUEL FALK, DIRECTOR, BUREAU FOR CAREER AND MANPOWER DEVELOPMENT, WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION, MADISON, WISCONSIN

(Mr. Falk read Dr. Thompson's remarks already included in this report on page 1-11).

Question: I was wondering about the status of the budget request for categorical State aids for high school vocational education programs?

Answer: I'm not sure right now, because the final budget process is just being completed. However, I had heard some indication that it becomes a very delicate situation because certain agencies which will be reviewing our budget indicate that if we insist on categorical aids, it might force us to take a reduction in the general aid program. As you can well imagine, local school boards are not going to be very receptive to that. So if it's a matter of one in place of the other, I don't know how Dr. Thompson would react if that becomes the issue. Basically, I'd say yes, she'd support it but at what cost, I would not be able to answer for her.

Q: Do you feel there's a problem in possible duplication between vocational school technical education programs and what's offered at the high school level? Would you get into a problem of, for instance, trying to buy a lot of electronic equipment for a high school at the same time they may go on into the vocational school and take that, and it might normally require a high school education plus post-secondary education to qualify? Is this a danger of perhaps trying to get too much equipment in too many places?

A: No, I don't think so.

Q: In terms of efficiency, at least, I mean everybody wants everything, but from the standpoint of trade off in dollars?

A: I think what would happen is that you will find at the secondary level, we will not be offering the sophisticated kinds of programs in the intensity that you'll find in the post-secondary insititutions. Ours is more of a cluster approach to beginning orientation and very basic skills. From there, they would go on and, hopefully, plug into the program at an appropriate level at a post-secondary institution. I will not deny, however, that there's probably some typewriters in both places. I think there needs to be typewriters in both places and I think they're utilized adequately in both places so I don't consider that duplication. I think we have to look at not duplication of equipment but utilization. How much are they used? If they're there and are sitting idle, that's another problem. But I don't think if you go looking, you'll find that. They're being used. Some students make up their minds in time to start a program at 15 or 16 years of age and be ready for something at 18. Others don't make the decision. They leave high school or maybe go through four years of college. The appropriate equipment for them, wherever they are at that time, has to be there. I don't think it's duplication. I think it's a matter of readiness and who wants it when and to the degree possible. We should have it available when they want it and when they're ready for it.

Q: The poor student has taken some specific training--vocational training in the high school level. Is there much of a problem with the vocational school recognizing the advanced standing that might be required or might be appropriate in that particular situation? In other words, do they have the basic training that can they get some credit for, or do they have to sort of go over the basics again?

A: If you'll accept the fact that I'm speaking for myself now and not Dr. Thompson, I think this will vary greatly from one district to another. The post-secondary VTAE districts are not all at the same level of acceptance and advanced standing or advanced placement, whatever. I think great strides have been made in the last couple of years and I understand from what I've heard so far this year, that this is a commitment in all districts. Some of them have been at it for two or three years and obviously they are considerably ahead. I think now they're all philosophically commited to it, but the implementation does take a while and it goes back to someone's previous remarks that we have to make sure they go in where they should and I think in the post-secondary institutions where they are individualizing instruction, it becomes much easier. I think the other responsiblity probably rests with the secondary schools to clearly identify what that student has or does not have so the receiving institution can put them in the appropriate spot without going through a very detailed, sophisticated testing system. That puts a lot of responsibility on the receiving institution so it's the old thing somebody already mentioned, it will take a little longer but I think it's well worth it.

JACK REIHL, SECRETARY-TREASURER, WISCONSIN STATE AFL-CIO, MILWAUKEE, WISCONSIN

I'm Jack Reihl, secretary-treasurer of the Wisconsin State AFL-CIO. I talked to Marv Boede today and he couldn't make it so I'm also taking his place. We had a couple of other people from the surrounding area lined up and it just so happened that we had a number of unexpected meetings called, and in all cases, they couldn't make it so I'm going to have to wear the other hat now and represent the Wisconsin AFL-CIO. In Lake Geneva, I will be an Advisory Council member listening to the public. When the State Legislature passed the laws establishing the first apprenticeship program and the first vocational school system in the Nation, they provided for vocational boards at both the State and local level which include an equal number of labor, management, and public representatives and appropriate agriculture representatives. This partnership has been close since 1911 and has been one of the key factors in making our vocational system the finest in the Nation. With the local authority and economy, the system keeps tune to the needs of local communities with one independent board at the State level. In order to maintain the proper balance on the boards at all levels, we are for the continuation of the appointment of board members. First of all, being a member of the Council, I know that this actually takes in more than just the post-secondary schools, but the opening statement if labor's position as far as we feel about the appointment versus the election of board members for a vocational school board throughout the State of Wisconsin. Most sessions of the Legislature have legislation dealing with this problem, so that's why I reiterate our position on this. We also feel that the tuition free services of the vocational schools have really made them accessible, regardless of anyone's economic circumstances and we certainly think that this should continue. As far as vocational education at the lower grades, which was taken in by our National Vocational Education Act and through the Amendments of 1968, we feel that we need more occupational awareness at an earlier age so that students have an understanding of the broad range of occupations open to them through education. We should have better programs in the elementary, junior high and high schools concentrated on underachievers and students with emotional and other problems which are detrimental to continuing their education. How many times have we heard from employers and others that many of our students in high school cannot read, write and are weak in math. We must initiate a concerted effort at a much earlier age to correct these problems, offer more alternatives other than the traditional educational curriculum which in many cases have made our schools nothing more than college prep schools. I might just go a little bit further. Right now, I also happen to sit on the legislative committee that's hearing the public and is studying the compulsory attendance laws in the State of Wisconsin. We think definitely we need a clear allocation of responsibility for the provision of vocational education for all persons between the elementary and the secondary system and the vocational, technical and adult education system. We do have this on a contractual basis now, but I do think we need some legislation so that we do have the State Department of Public Instruction and our vocational systems cooperating in this. We do have some districts where they don't have any programs through our vocational school system and sometimes we should. But we still don't go as far as a number of our judges have went and come out with some statements with which I don't think they knew all the facts. When they made those statements, it seemed to me they were just trying to sentence the kids somewhere and we definitely wouldn't buy that. But also, I might add, the statement I just made as far as more occupational awareness; certainly we need this. In organized labor, we're for students to be ablt to broaden themselves out and to be able to pursue any field of which they are capable. There actually shouldn't be a price tag on it. When we do say that we need this occupational awareness, we don't want our schools to become college prep schools because I think that after Sputnik everybody thought that you had to be a professional or you had to be an engineer and actually we did go to this direction and made our schools maybe nothing more than college prep schools. We still say that we need early occupational awareness and we need other alternatives. Also, we'd remind you to be careful that we don't make our high schools nothing but job training centers. We think that the students should be able to pursue their talents in all walks of life, in whatever they're adapted to and that we shouldn't just make our high schools job training centers. We feel that we must make sure that our VTAE schools keep the emphasis and it will remain on skilled training, making sure that 75% of the course offerings are in occupational education and the other 25% in education that relates to the occupations that the students are being prepared for. We spent many, many dollars in the State of Wisconsin on our college system, our university system and our various other extensions, and we definitely feel that vocational education should stay in the area and the field in which they are best at and that's in vocational education. They should keep that emphasis at 75%, and not let this associate degree program or transferable credit programs go beyond 25% in these schools. We also encourage the system to keep apprenticeship on one of the front shelves and continue to provide the related instruction for each and every apprentice. We think that the people in the vocational education system must work more closely with representative advisory committees of all programs. We talk about boards at the State and at the local level that have this proper representation; as maybe most of you know, we still have this same representation on advisory committees throughout the system. We have the same type of advisory committees with Department of Industry, Labor and Human Relations. This is one area that we have to safeguard, I think. It seems that there are some people that would like to do away with these advisory committees. We think that this is what has made both of these branches of State government in Wisconsin as good as what they are, and that's what helps them keep tune to the needs of the local community, as I just stated. We feel that our vocational education system has provided the opportunity for individuals to improve on their present job, in enabling them to qualify for better paying jobs. The vocational, technical and adult schools in Wisconsin really provide the working men and women with the training that he and his wife and children can use to provide a viable choice for all students. We feel that the doors of these schools must be kept open for all the people who need and want vocational and technical training. We think that our schools do have to keep up and, in most cases, they certainly are keeping up with it. We have to realize that government is becoming a bigger employer and I'm sure that maybe you've had some testimony about related instruction for firemen and policement. There's many, many good programs for governmental employees as far as people in management for supervision and group performance, courses like this. From 1960 to 1970, in this ten year period, the rate of growth in government as an employer has been at an annual rate of 4.5%. By 1980, they predict that 7 out of 10 employees will be in the service trades and this doesn't include government. We think that another area in which we could do better in vocational education is in the various areas of citizenship. We think that when we look at the results of what we had in our last primary election, about 20 to 27% of the people turned out and vote, we can do better than this. We think that citizenship and people exercising their democratic right should be pushed a little harder. As you all know, we usually end up around 50% in most of our general elections, presidential and such, if we're that lucky. We can do better in this area. We think that another area that we can certainly do better is in the area of consumer education. There's so many, many people in this State we run across that can't keep a simple family budget and know how much money they're taking in and how much they're paying out. We think this is an area where we can do better. We work in it in our own field with management and labor and I know management works in this area and so do we through out community services department. We also work through with our community services department and we think we can do better and that our post-secondary vocational schools can do better in preparing people for retirement. There's really a substantial reduction of people that are looking for jobs, they're seeking work beyond the age of 65. So we think that we should do a better job in preparing them for retirement. I'd just like to reiterate that we think that the education and training of our citizens, to provide them with a livelihood, is one of the best public investments that we can make. Thank you.

LYNNE KULT, STUDENT, MILWAUKEE AREA TECHNICAL COLLEGE, MILWAUKEE, WISCONSIN

Dear Sirs, as a recent graduate of a Wisconsin Technical Institute and a part-time student, I am here today to testify to you my thoughts on the VTAE system in Wisconsin. Having attended FVTI-Appleton and graduating from the Child Care and Development Program, I am now employed at St. Mary's Hill Hospital in Milwaukee in the Adolescent Psych Unit as a Child Care Counselor. I was offered my job at an on campus interview arranged with FVTI. In my work, I have found my education background to be an asset for myself, as well as for the kids. With the interest of my administrators and instructors, I have received many new concepts, ideas, feelings and the ability to channel them productively. Living in Milwaukee, I attend MATC enrolled in a Child Psychology course. This educational program not only offers me the opportunity to attain further knowledge but also to reinforce that which I had previously gained. As a student at FVTI and MATC, I have channeled my leadership abilities and ideas through Student Senate, Student Government and the Wisconsin Student Council of Technical Education, WSCTE. Many organizations are made available to the student to develop their personal interests further. To say my Technical educational experiences as a student have been totally adequate would be an injustice to potential students. My suggestions to the Advisory Board in the area of improving Technical Education in Wisconsin would include: an extensive campaign in publicizing the various financial aide programs available to the student, teacher and course evaluations and the support needed to avoid a possible tuition cost being added to the VTAE student's educational expense. By recent enrollment and employment figures it is becoming more obvious that the demand for Technical Education is growing. I sincerely feel that this interest is a positive move in the right direction and feel that the need for expansion and support is a continuously growing need.

(Lynne Kult also read into the record a submitted statement of a handicapped student at MATC, Elton R. Cassell, included on page 6-16 of this report.)

TIM GRIFFIN, STUDENT, WAUKESHA COUNTY TECHNICAL INSTITUTE, PEWAUKEE, WISCONSIN

Good afternoon. I'm Tim Griffin, Student Governemtn President of W.C.T.I. and am a second year retailing student. In my two years on the campus, I've really enjoyed the school and its fantastic teachers. The school itself can be described in one word, MOTIVATING. It provides all the practical application and necessary tools for the students to assume a leadership capability. The main purpose of the Voc. Tech. school is to provide the opportunity to all the individuals from, the perfectly able, to the handicapped and disabled in continuing their education. After taking a careful look at the job market and the demand for the Technical graduate in the future, WCTI was built. Now having the facilities on hand, WCTI extended itself into the community serving ages from 16-65. Our goal is helping the student get that education and is highlighted by the student we serve on campus in six areas:

1. Helping the people with jobs who need training or retraining to achieve stability or advancement in their employment.
2. Helping the handicapped and disabled people.
3. Providing the vocational guidance and counselling for these people.
4. Helping these people in job placement.
5. Helping the people who left high school and are available for study in preparation for entering the labor market.
6. Helping these people in training or retraining which is given in schools or classes (including field or laboratory work) under public supervision.

The programs I have just described are provided through Federal funding under the Vocational and Educational Amendments of 1968. The school itself WCTI now is still expanding and under its purpose of providing that continual education, we are using the Federal funds to reach out and to go that extra step, attracting students from all over the community. Working with all types of students and keeping in mind the six points I've already mentioned, here are nine new programs offered at WCTI that started with Federal funding: Writing Lab., Pre-Voc, Pre-Emp Pilot Project, Data Processing, Equipment: Indus. Safety, Serving Senior Citizens, Project Retri. Phase III, Project to Train Handicapped for Gainful Employ., Sign Language & Lip Reading, Emphasis: You can Do. The programs I've just mentioned could not have gotten off the ground and would not have developed without federal funding. Without Federal funding WCTI could not have expanded into the community and into these innovative educational areas.

JOYCE HETZNECKER, STUDENT, WAUKESHA COUNTY TECHNICAL INSTITUTE, PEWAUKEE, WISCONSIN

To be self supporting is extremely important to everyone, not only in financial income, managing a home, but to be able to communicate with society. When a person becomes disabled over night, strenuous fighting begins to try and conquer the disability. Not all of us manage to remove our total disability one hundred percent, so some of us acquire the title of handicapped. Waukesha County Technical Institute has given me a start to someday holding a good job so that I can keep myself and my family off welfare. I am now able to learn new skills to compensate for my particular handicapp. I am in the Account Clerk Program and I am learning to operate office machines left handed, even though they are designed to be operated only by the righ hand. Special parking for the handicapped is provided by the school. This is a must for myself since the car door must open to a 90 degree angle so that I can remove my wheelchair and have plenty of room. However, because there is a ramp at the curb, and the road and sidewalk slopes, it is difficult to enter the main building at the campus. To eliminate this problem, services will be provided during the winter months when the weather is extremely bad. The worry of becoming caught in a snow bank or icy area will be eliminated as students will be of service to assist those in wheelchairs when needed. Waukesha County Technical Institute has special programs for the handicapped such as lip reading, sign language, and driver's education with hand controls. Hand controlled driver's education at Waukesha County Technical Institute is saving the government thousands of dollars because the Division of Vocational Rehabilitation will no longer have to spend as much money paying private schools for lessons, but can invest that money to provide other services to people. Home Economic programs for the handicapped provide sewing, cooking and kitchen hints on how to function in a kitchen from a wheelchair. Some individuals who have taken the Home Economics courses return after a few years and retake them because new and easier devices appear on market which they might not know about. I am pleased to know from experience that public agencies do work together. At the proper time, Social Service Workers informed Division of Vocational Rehabilitation that I could use some assistance in obtaining information about further schooling to acquire or improve my skills so that I could find work. I find that the same type of agency cooperation exists at Waukesha County Technical Institute with Division of Vocational Rehabilitation, Waukesha Training Center, Special Education, Social Services, etc. Realizing that there are special needs for handicapped individuals at Waukesha County Technical Institute, a student subcommittee is in the process of being formed. This subcommittee will be composed of various individuals who are handicapped and/or disadvantaged. Only the disabled are completely aware of barriers that they face every day. This subcommittee will give all of the members an insight into our different needs, which will lead to students and faculty awareness. I personally feel that a subcommittee of this nature is important to educate all people in our society and improve our schools to accommodate all students. As a student at WCTI with special needs, I can personally attest to the value of federal funds in assisting me to become self supporting and to increase my self confidence. Thank you.

JERRY BERRY, STUDENT, MILWAUKEE AREA TECHNICAL COLLEGE, MILWAUKEE, WISCONSIN

Mr. Chairman, other members of the Council, ladies and gentlemen. My name is Jerry Berry. I'm a student at Milwaukee Area Technical College. I'm also the secretary of the National Association of Black Veterans, Interested Veterans of the Central City, Inc. I am pleased to have this opportunity to share with you some of the areas that we find that need input. These areas include: Bilateral communication, Student on the Board (W.E.C.T.E.), Agencies serving Students and Veterans, Counselor trained and trainable, Job placement Vocational students, Vocational guidance and follow-up Counseling, and people who have left high school and are available for study and preparation for entering the labor market. I also would like to add that there is a great need for outreach agencies to deal with veteran problems.

ROBERT MICK, TEACHER-COORDINATOR, METAL FABRICATION COOP PROGRAM 1, WAUKESHA SOUTH HIGH SCHOOL, WAUKESHA, WISCONSIN

My name is Bob Mick, I'm with the Waukesha Public Schools and am a metal fabrication coordinating teacher. Vocational educators in Waukesha believe that secondary vocational education plays a very important role in the total career development and occupational skill training of our young people. Our program in Waukesha is divided into two basic areas: a prevocational area and a vocational education program. There are four basic parts to our program: Career Exposure and Exploration, Tentative Career Identification, Introductory Skill Development, and Training Experience. The first two of these, career exploration and reaching a tentative career decision, are a part of our prevocational education program. These two steps in career development formally begin at our seventh grade. We also understand that the rate at which a student matures regarding his career development is a very individual thing. One student may develop much quicker than another. One student may require career exploration during most of the secondary student years to make a tentative career decision; another may be able to zero in very quickly, and yet another may take some of our skill courses and find that this is not for him and revert back to the prevocational exploration. The next two steps, the skill development and training experience, are really what secondary vocational education is all about. The introductory skill development in all programs is a two-year course designed to give a student the necessary basic skills for job entry into his chosen field. At the senior level, we provide a training experience at a local business or industry in the student's tentatively chosen field. This training experience is referred to as cooperative education or coop. There are a number of things that we feel the coop experience gives to the student and I'd like to list these. It provides an opportunity for the trainee to make his career choice less tentative and more firm. The coop provides valuable practical experience to which, in the future, the trainee can ralate his further education. Coop provides the trainee with the valuable work experience which is generally asked for when he applies for full-time employment. Coop provides a work environment in which the class room teacher can counsel the trainee concerning his work adjustment problem. Coop provides a related class to which the civic skills required by the training station can be upgraded. There's an analogy that we like to make. Just as the intent of kindergarten is to provide for youngsters a period of transition between the home environment of five years to the school environment, the intent of coop is to provide for young people a period of transition from the school environment of thirteen years to the world of work. Both of these programs are done on a half day basis at home and school for the kindergartener and at school and work for the coop trainee. Another important ingredient to secondary vocational education is that it takes place in a high school social environment. This environment consists of peer and numerous experiences shared with his age group. The basic philosophy of secondary vocational education is not to provide fully trained technicians and tradesmen; instead, it is to provide for the student enough training and experience to gain a firm grasp of his direction in his life. The student graduates from secondary vocational education with two choices. One of those is to further his education either vocationally or in a private training program or in a four year institution or, secondly, he may move right into employment. Now, everything I've said sounds like a pretty rosy picture but we do have problems. Some of the problems have a lot to do with the labor unions which we have had no cooperation with, and I'm sorry to see that that gentleman left. We need some curriculum development for career education, instead of starting at the seventh grade where our program starts. We feel it should start back as far as the fourth grade. Another problem we have with the students is attitudes and we've heard that before. Attitudes toward the world of work, that is a major problem. We need more commitments from more industries toward education, and we need a lot more communication with the area technical schools and we need more secondary people on technical advisory committees. Thank you.

ROBERT KREUSER, DISTRICT ADMINISTRATOR, MUSKEGO PUBLIC SCHOOLS, MUSKEGO, WISCONSIN
(Because Mr. Kreuser was unable to appear at the hearing, Dale Cuculi, Local Vocational Education Coordinator, Menomenie Falls Public Schools, read Mr. Kreuser's prepared statement.)

I have been asked to address myself in a brief manner to my perceptions of the importance and relevancy of vocational (or vocationally oriented) courses in the comprehensive high school. First of all, a high school could not be called truly comprehensive unless attention, space, dollars and personnel have been allocated to the whole area of vocational instruction. Our experience with vocational education at Muskego was particularly dramatic, in that as recently as the 1963-64 school year, we were operating a program in our high school which was 85% academically oriented and 15% given only to "hands on" kinds of courses - few of which could truly qualify for the label "vocational". At the same time, we found 15% of our youngsters going on to college, almost a classical example of a program diametrically opposed to the interests of its community. Over loud and persistent exclamations of frustration and prophesies of "turning our high school into a trade school and eliminating, entirely, any kids going on to college work," we found ourselves in 1968 (after being one of the pilot schools under the original Vocational Education Act) with nearly 45% of our younsters going on either to college or to further education of some sort. I personally found this very encouraging and supportive, in that it seemed to lend some major credence to my original posture that we expand people's aspirations, creativity and interest by widening their understandings of themselves and increasing the relevancy of their experiences, which is what we have been able to do with the great increase in the number of our "hands on" courses. The promotion of vocational education, however, was also accompanied by increasing the number of courses offered in art and laboratory science as well, so that, perhaps, all of this broadening cannot be attributed exclusively to the vocational area. We found it essential to involve our community in the development of this kind of comprehensive secondary program, particularly in view of the fact that ours is a rather hard-pressed district, financially; and even though we have had ample subsidy because of the Vocational Education Act, we have required our taxpayers to put forth a single kind of effort in the support of our educational program. We are finding, frankly, however, that initial commitment, enthusiasm, achievement and aspirations are not enought to guarantee the ongoing program to be of the same caliber or stimulate the same enthusiasm as at the outset. As a result, we now must face up to the fact that additional efforts, commitment and funding must be exerted to upgrade our programs, looking at alternative kinds of planning, course work and procedures. This only proves that no one person or school district ever "has it made" and that we must continue to work at it. An honest appraisal of our posture at this time would indicate that, while for a number of years we could confidently feel we were at the cutting edge in implementing the concept of vocational education in the comprehensive high school, that position of leadership has now been relinquished to others who are moving faster, or more recently. We now have recognized that we need to move with some dispatch toward reappraisal and rededication and perhaps some redirection.

ROBERT STARMS, DEAN OF URBAN CONCERNS, MILWAUKEE AREA TECHNICAL COLLEGE, MILWAUKEE, WISCONSIN

Mr. Chairman and members of the Council, I am indeed happy to be here to represent Milwaukee Area Technical College as Dean of Urban Concerns. If you are interested in knowing what that is, it means that our initiated relationship with all of our other staff people and stand ready for them to initiate a relationship with me on all areas in which the school might be engaged, and that is many. There's not a day that we do not get a half a dozen or more different kinds of things relating to the school, the operation of that school, or the development into new areas, the interests of expanding and making our institution more viable. The Milwaukee Area Technical College is, as all others, a public supported institution with a commitment and a well-defined urban mission. Its multiple goal is to increase its students usefulness to themselves, their family, and to their community. Specifically, MATC exists to provide: 1) vocational and technical education for entry into the job market; 2) retraining which is necessary for advancement, or for vocational competence in a new and different field; 3) remedial or special education which may be a prerequisite to vocational training or employment; 4) courses which will enable students to continue their education at other institutions; and 5) opportunities for personal enrichment.

This is not too different from the major thrusts of all of our vocational districts, but it is specifically of concern to us because we are concerned about what happens to the students. The effort to bring more humanism into the whole system of education has been the major thrust of our director, Dr. William Ramsey, who continuously emphasizes and spells it out in terms of a practical philosophy which becomes implemented into every classroom within our institution. The Milwaukee Area Technical College is deeply concerned that its education is predicated upon the basic historical concept of democracy and that meaningful and practical education is an important element toward obtaining human rights and human dignity. One writer stated that "Education is our passport to the future, for tomorrow belongs to the people who prepare today." This becomes an undergirding force that we reiterate to our faculty and to our staff members. Through the programs of vocational and technical education in our State, we have helped to undergird our economic growth by helping people to select and train themselves for vocational and technical occupations. Preparing our citizens for the world of work and in areas where there is the greatest economic need is a distinctive role of the Milwaukee Area Technical College and the VTAE system. Some other major areas in whic we are concerned and which we have moved ahead, we think successfully but not to the degree in which we would like to, is in the field of basic education where we have hundreds of adults who have entered into our institution. Some of these people have not had more than a fourth grade education and this is why we call our district "comprehensive" because we take these adults and carry them through our basic education program. Many of these people then complete that and move into our adult education program, then move again into the prevocational education program and many go into the vocational programs for the certificate or are qualified to move into the technical education system. These areas are particularly important because, tied into all of these areas, is the career education concept and cooperative education. To aid these students, a broad based tutoring program has been instituted at the institution in order to reduce attrition among students who may find it rather difficult in many of the areas in which they're studying. The most successful thrust of our VTAE system at MATC has been the intensity which it has arounsed and stimulated the educationally, culturally and economically disadvantaged to return to our VTAE system in order to prepare themselves for employment. Significant also has been the development of outreach programs. This has been particularly necessary in that the disadvantaged have to be able to initiate themselves into our educational stream within their own neighborhood environment. Another outreach component results in classes being taught on the premises of plants, businesses, and to government agencies. Burt Zien spoke of the outreach elements of the MATC district in which there are some fourteen outreach programs in basic education in the neighborhoods of the people. There are a number of outreach programs that are carried on in plants, in businesses, and in government agencies. For example, a training program for the employees of HUD in the Milwaukee office is carried out in their facility with our teachers being sent there on a contract basis with them. This happens over and over again throughout our district, with various businesses and with other government agencies within the city and county systems. The uniqueness of our system is that it takes individuals where they are and this practice has made the open door policy a reality. The variety of vocational-technical opportunities provides the opportunity that once in the door, pragmatic evaluation and counseling help a student to finally move into an area in which excellence and achievement can take place. The establishment of new modules to achieve this excellence is a constant challenge under the present pressure of budget and the economic conditions. No adult educational system has the challenge which confronts the VTAE system. The system recognizes that there is a majority reservoir of citizens who still need quality education below the baccalaureate level, who have the potential of becoming productive employees. This has been a particular thrust in our urban mission to attempt to meet the needs of all of the people in the area, that it is possible for us to do with in our budget limitations. To this end, we are constantly seeking new resources in which we can meet the expanding needs. As has been mentioned, the outreach concept which has been so successful must be provided with a distinctive base in order to start more citizens toward the achievement of the higher vocational and technical goals. We fully recognize that within our institutions, within our district, we have not nor can we meet the demands that are coming to us from throughout the district in terms of meeting the needs of the culturally disadvantaged people. And within our system we are seeking to design new concepts and innovative approaches within the learning process to meet the needs of these people. We feel that Marshall Field did not know at the time that he enunciated his twelve points for success that he was echoing the specific goals of vocational, technical and adult education and the basic elements which we attempt to inculcate in our students who are seeking to train for the world of work. Throughout our institution, we have asked our faculty and our people to carry out these twelve points along with the basic content and the basic skills because in the world of work, the realities in the situation in terms of whether or not they can exist would depend upon their development and the attainment these points within them. We talk about the value of time, we talk about the success that comes through perseverance, and we talk about the fact that there should be pleasure in work and that there should be dignity of simplicity in moving toward work. There must be character within work and there must be the power of kindness in the interrelationship with people on the job and each person can become a leader through influence of example. On the job, it is everyone's obligation to do a full day's work and in the earnings that one makes as a result of that work, he should learn the wisdom of economy. We call upon individuals who are ambitious, one they get into the job situation, not to step up on the necks of their peers but to exercise the virtue of patience and self improvement and that, by improving one's talent, one can move into the area of possibly becoming creative and originative. It is these kind of concepts that we find to be vitally important, not as particular motivating characteristics but also as characteristics for success. For in the area of attempting to meet the needs of people, we have to address ourselves to those needs with a sympathy and with an understanding. This is why our institution, looking at the disadvantaged area, began to look in depth as what the needs of the people of the Indian community were. We feel we are meeting those needs in increasing numbers as our student population has tripled this year from the Indian community. We are now concerned about the attrition rate which most institutions pay so little attention to as long as they can keep their attendance up to a certain level each year and their enrollments up. And so, we placed on our staff an individual who is working and doing a tremendous job in the area of enrolling and maintaining these people within our system. Within the Latin community, we have performed some very definited liaisons with all of the Latin-serving institutions within our community for the special purpose of being able to open up every possible channel that is available for opportunity and for growth on the part of these people within our training institution. We could not do many of these kinds of things without the fine support of our State Vocational Board. We could not do this unless they were the entrepreneurs working with the federal government to get the kinds of funds within the State of which we could draw upon to do these kinds of things. Our message from MATC is simply this, that we are constantly in need of additional funds both from the State and from the Federal level in order that we can meet the needs of that high percentage of disadvantaged people who reside in the metropolitan area of the city of Milwaukee and of the Milwaukee Technical College as a whole.

J. CURTIS McKAY, ATTORNEY, REPRESENTING THE WISCONSIN ASSOCIATION OF COSMETOLOGY SCHOOLS, CEDARBURG, WISCONSIN

Mr. Chairman and members, my name is J. Curtis McKay. I'm an attorney and I represent the Wisconsin Association of Cosmetology Schools. We've been looking for you for a long time and we're very much appreciative of having this opportunity to come and talk to you. I have to say that if I were going to make a suggestion, I think whoever has orchestrated the program has done an excellent job. I think probably your idea as the Advisory Council who is going to be making a report, is to receive perhaps some more critical evaluation than we have seen today. I'm impressed with the fact that most of the appearances were by people in the vocational-technical area and each had a message of the success of the program and asked for more buildings, more staff, more money, no tax rate, all to meet the need of the student who remains unserviced in the area. That brings me to the point of my discussion. By the announcement in your minutes, your objectives here are twofold. One is to access the impact of vocational education in the State of Wisconsin and two, it is to formulate legislative proposals, State and local, for the purposes of improving the legislative environment in which the vocational-technical schools operate. I'd like to speak to both subjects and I would also like to report to you, and this is why we're so happy to find you, on an area which is presently in the Federal law, presently in the State law. It's required in the State Plan which you file that, as you know, if not followed, are grounds for termination of Federal aid to the State vocational program. A provision in the law that provides for a method of increasing significantly the quality of vocational education, assuring application of vocationally-educated people to the work situation and reducing the cost of vocational education by 50% to the tax payers is being totally ignored at the present time under the Wisconsin Public Vocational Educational Program. Any of the comments that I make, I've asked for a roster of the committee and the comments that I make that raise any questions at all, I will be more than happy to furnish you validating information. I didn't hear about this hearing until yesterday and I think that's one of the reasons that the character of the hearing has been as it is. I was a little short on time to pull all this material together, but as you know, the Federal Vocational Act and every Amendment thereafter, have provided and reaffirmed that one of the obligations for a State to receive vocational funds under the Act, is that the State utilize private vocational education in those instances where they can contract with private vocational education and where they can accomplish the vocational objectives that they have. No time could be more appropriate than now to look into the implementation of that proposal that's required under the federal act and is contained in the Wisconsin State Plan that's filed under the federal law and which is not being done at all. At all. There is some legislative problem and I'll get to that in just a moment, but the reason that now is a most important time to talk about it, if, as a matter of fact, we are interested in students and we're not interested in maintaining public education versus private education or vice versa, but are in fact interested in students, then our job is to figure out how to get the needs of those students met and hopefully efficiently, and at the least possible cost to the tax-payer. Everybody that's been up here today from the vocational system has talked about the need for additional funds. To give you one little idea, and I think I speak for more than just the cosmetology schools but for the private schools of all kinds; it costs you in the Milwaukee Technical School in 1972 about $1,800 to educate a student without any allowance at all for bricks and mortar or depreciation. We can do that same job for you under contract, and have offered so to do, for about $700 a student. That's number one. Number two; the vocational school system has opened up two additional vocational schools, one in Fond du Lac and one in Racine. We objected to that on the grounds that, while you in the vocational area were opening schools and building classrooms and equiping them, we in the private sector stood ready, willing, and able, full staffed, fully competent with a good record to educate those students for you because we had empty space left over. Our prayer fell on deaf ears and I think strictly in violation of the agreement that the vocational-technical board has made under the Wisconsin State Plan with the federal government, and both schools were in fact established. I might also just mention that there are applications in from almost all of the rest of the vocational school districts to open a cosmetology section. I might also add to that that we also stand ready, willing, and able with qualified staff and with the good record and the background of placing our people, to do that work for you with the attending savings for every student by private contract. Now we're worried. There is no question about that. I think, here again, I'm speaking for proprietary education in general. We're worried that in the process of moving forward with the vocational-technical education effort with which we agree whole heartedly, we are going to absorb and kill the existence of proprietary schools. We have a history to look at in the State of Wisconsin on that subject if we want to. At one time, there were enumerable private proprietary barber colleges. Over a period of time and for a whole set of reasons, those were reduced to no proprietary barber colleges at all. The result of that, and any of you that have paid attention to that field will know that the barbering industry has suffered so greatly as to no longer be supplying the necessary income from their fees to run the regulatory agency that regulates them. Now why is that? The answer is that because the profit motive and the incentive and the proprietary interest and all that goes with it were removed from barber colleges and it was left strictly to the public. The barber colleges felt no impetus to respond to the activities that were going on and the styles that were going on of the day and they simply fell behind. Barbers who've cut hair for umpteen years simply didn't have any upgrading or retraining. There was nothing offered by the schools, there was no motivating to do that and so it turns out that half of the people that get their hair cut, men who get their hair cut, do it in beauty salons because they're people that know how to cut the hair. I tell you this story merely to indicate the extent to which you can wound, if not destroy, a field of endeavor if the proprietary competition in education is removed and I beg that you take this into consideration in drafting your report. One of the problems that you have and it's correctable, early in 1973, the question of the LEAP program operated by the Urban League came before the Vocational Board of the State of Wisconsin. They asked the attorney general in an opinion provided to the Vocational Board, said no, you can't enter into independent contracts with private institutions because the law just simply doesn't permit that, it's restrictive. All of these subcontracts that you've heard about today are not subcontracts with independent providers that come out of State tax raised funds. They're all highly specific allocations that are funded exclusively by Federal funds, but a single line change in the law would permit the vocational technical operation in the State of Wisconsin to contact with proprietary schools to accomplish the vocational objectives that you might have, because the Vocational Board, by filing its plan with the government, has promised that it will contract with private schools while at the same time, the attorney general's opinion says you can't contract with private schools. This situation has gone on a long time and a very simple bill that, in my opinion, would be very well received by the legislature and would cure that defect. There are two other aspects that I want to touch upon, one of course is the matter of taxation. There has been here today delineated all kinds of laudable special areas of interest that the vocational system can take care of. We've talked about specialized education, we've talked about education to the disadvantaged, we've talked about education to the handicapped and we've talked about the tremendous need that the whole system has for additional funds, additional buildings, additional classrooms, additional everything to accomplish that. There's a place here for self-help for the vocational system that the Advisory Council could well draw to their own attention and that is, if they will explore the possibilities of contracting with proprietary schools and the attending savings, we can furnish proof positive, at least as it relates to cosmetology, that you will, out of the funds already allocated, release these funds or part of these funds for some of these very pressing needs that have been described here today. The last thing is the impact on the student which in my opinion you either have to put last for emphasis or first for priority because that's what we're all really talking about. That is how to educate the student. I think the Board would find that the student who is educated in a proprietary school finds himself in a no nonsense education system where both the future of the student and the future of the school is absolutely dependent upon the right kind of training that will permit them to go into the work situation and be successful. We don't have the situation where we have a vocational class starting training 120 welders on the heels of a vocational class that just trained 140 welders, when the Milwaukee area doesn't need any welders at all. You just don't have that because neither the student nor the proprietary school can afford that. If they get that reputation, they won't be in business very long. And so it is as far as the students' being trained, first of all, they make the decision, secondly, it's directly related to the supply and demand in the area, and thirdly, the extent to which a competitive proprietary school is able to provide a worker that does well in their field is absolutely the touchstone of their continuing in existence. So it's good for the students, you're going to save the taxpayers a lot of money, you're going to be able to release funds that you now deploy in other directions for those special needs for which you need funds. You can minimize the bricks and mortar impact of the situation which makes you much more flexible to meet the economic circumstances. You have nocapital investment at all and when you don't need anymore cosmetologists, you simply quit training them. You don't have a teacher that you have to fire, you don't have a room full of plumbing that you have to dismantle, you don't have to make the typewriters in two places work all the time as was pointed out here earlier today. You simply stand ready in a position to train the people as you need them, for less money in a very sophisticated and good manner. I would strongly urge the Advisory Committee to take this under consideration in two areas. One, to assist upon the fact that the provisions in the Federal law, the State law and the State Plan be complied with in exploring the feasibility of having students trained by proprietary schools. Secondly, to sponsor a piece of State Legislation that would expand the area of contract that the State Board can use to include proprietary schools. I have the opinion of the attorney general which is self-explanatory and I'm glad to supply all of you with a copy of that if you'd like. We thank you very much for this consideration and if we get so much as a glimmer of response in your report, we will have accomplished something that we haven't been able to do for four years in the other vehicles available to us. Thank you.

J. MICHAEL BARTELS, ASSISTANT VICE-PRESIDENT, MANPOWER, INCORPORATED, MILWAUKEE, WISCONSIN

Members of the Council, ladies and gentlemen, I am Mike Bartels, an Assistant Vice-President of Manpower, Inc., and the National Director of its education division, Manpower Business Training Institutes. In addition, I'm the Vice-president of legislative affairs for the Wisconsin Council for Independent Education which is the association of private career education schools in the State of Wisconsin. As the gentleman who preceded me indicated, it has long been our contention that our member schools offer a viable and high quality educational alternative to the residents of our State, an educational alternative which the various educational councils and agencies of this State have consistently failed to consider, much less include in their deliberations, investigations, and planning. As evidence of this fact, we submit no mention of this education alternative is made in your publications. No mention of this educational alternative is included in the State Plan, although as pointed out before, we are required to do so by federal law. Thirdly, we point to the ever increasing occurrence of the duplication of services as outlined before. We, the Wisconsin Council for Independent Education, strongly urge you to dare to be different by demanding that State educational planners be required to give private career education its day in court. We are confident that an objective evaluation will show that private career education can turn out highly employable graduates whose skills are in demand by industry today. Secondly, we are confident that private career education does, at a cost substantially less than the public sector, turn out this highly qualified graduate. Thank you.

ERVIN LaSAGE, STATE COLLEGE OF BEAUTY CULTURE, WAUWATOSA, WISCONSIN

I'm Ervin LaSage, president and owner of two cosmetology schools and Mr. McKay stated my position and, rather than repeat what he has said, I would like to go on record as agreeing with it as a member of WACS and also, if you gentlemen in the Advisory Council wish proof of the fact that we can educate students cheaper, I would like to go into a complete explanation of how this could be done. I won't take your time now, but I would be happy to do this. Thank you very much.

THOMAS BYRNES, WISCONSIN SCHOOL OF ELECTRONICS, MADISON, WISCONSIN

Thank you. My name is Tom Byrnes, I'm with the Wisconsin Council of Independent Education and I'm also associated with the Wisconsin School of Electronics in Madison. I feel much like the person who that's going to make a speech and then find out that the people who preceded him made his speech. This is exactly what has happened. However, I would like to take exception to one comment that Mr. McKay made and I think he made mention of the fact that most of the people who spoke here today asked for more money. I do wish to point out the Richard Anderson who, I believe, is from the host county here, Waukesha if I'm not mistaken, did express some concern with duplication of efforts and I think this gets right back to what Mr. McKay and Mr. Bartels said and that is there is a remedy for this duplication. The remedy is now in the State Plan, the vocational education State Plan, as a matter of fact, it's on page 22 and this calls for contracting with private schools. I have discussed this matter with executives in the vocational education system and I wasn't given any negative comment that it couldn't be done. I'm surprised today to hear that there has been an opinion by the attorney general on that because I didn't get any negative remarks in that regard. I think that by using this remedy, I think that the best way to start would be if the Council could appoint a committee of vocational education people both in the private and public sectors to explore this to see if we can stop some of this duplication of effort, where we have a 100 year old business college training people for careers in business within three blocks of a public institution with the same occupational goal. This obviously is duplication; it's costly not only to the public, but it's also costly to the private competitor. The remedy is there. So I feel that by an intelligent application in following the instruction of the vocational educational plan, I think that many savings can be achieved and I think that, as Mr. McKay said, the funds that are now allocated can be used to better advantage. Thank you.

ROBERT L. WILLIAMS, COUNSELOR WISVET OUTREACH PROGRAM AND STUDENT, MILWUAKEE AREA TECHNICAL COLLEGE, MILWAUKEE, WISCONSIN

My name is Robert L. Williams. I am presently employed as a Counselor with Wisvet Outreach and attending the Milwaukee Area Technical College. The following comments are in response to the State Board of Vocational Education's request for information to be submitted to the National Advisory Council on Vocational Education, and in reference to one of the major provisions of the Vocational Amendments dealing with vocational guidance and counseling. Being a resident of the area designated as the inner core of the city all of my life, I have an internal understanding of the need for valuable vocational guidance counseling. Proper guidance, if given to the student and potential student, will enable him to project his abilities and talents into positive and rewarding results. This guidance cannot be given without counselors who are truly concerned with the student's success in making the most of his God given abilities. With the school being the means of his becoming aware of his gift, this guidance from the vocational school should obtain a direct line of communication with the community it serves by the utilization of already existing agencies to inform the potential student of what you have to offer. This should include the disposition of counselors to the schools and the community. The elimination of this communication - gap would also reach the student who may be planning to enter the labor market early without proper preparation. These students should be informed of the requirements to enable them to obtain the maximum positive results through positive education. This program of "We will inform you of what we have to offer" should reach those who are not aware of what you have to offer.

GEORGE MACK, ELECTRICAL CONTRACTORS ASSOCIATION, MILWAUKEE, WISCONSIN

Gentlemen, my name is George Mack. I'm with the Electrical Contractors Association. We represent electrical contractors in the four counties surrounding Milwaukee, Milwaukee County, Washington County, Ozaukee County, and in the Kettle Moraine area, Fond du Lac and Sheboygan. We currently have an apprenticeship program that is turning out a substantial number of skill craftsmen in electrical construction. Currently, we have about 219 apprentices that are in training at the present time, 25 of these are minorities and we have approximately 10 more minorities to be placed in the program next year. Our program consists of on-the-job training and related instruction, some of which is carried on in the vocational school. We feel that our program is doing a very good job and would hate to see any parallel program set up to compete with our program. There has been mention here of some effort to establish programs in schools where some of these skilled trades would be taught in the classroom and I don't think this is possible. I think that the schools and the vocational schools should not attempt to substitute classroom instruction for on-the-job training, such as attempting to set up actual workshops; for example, a wooden stud partition would be set up to simulate a wall in a house on a construction project and attempt to train a man in how to install electrical wiring and then consider this adequate training to put a man on the job as an electrician. This will not do the job and the money wasted on these kinds of efforts could better be used to teach young people at an earlier age in such instruction as architectural drawing or mechanical drawing or basic theory in mathematics. I think there should be more emphasis placed on reading and comprehension and communication. When you take in the consideration that a skill craftsman in, for example, the electrical trade or in the mechanical trade such as plumbing or steamfitting or sheet metal work, requires that these craftsmen have to be able to read specifications in blue prints and sometimes these specifications are weighed by the pound not by the page. They have to be able to relate and interpret these written instructions to the project on which they're working. There is no substitute for over all on-the-job training where all the realities of electrical insulation is encountered. This is true of all the apprenticeable building trades. We have areas now where we cannot get space in the vocational schools to set up related instruction classes which are needed. We also feel that in training or referring young people to the skill crafts and preparing them for these crafts, they should take a very close look at what the need is in the industry and I think as one person pointed out earlier, the economy of the industry determines the number of people who are going to be trained. It is a waste of money and effort to prepare some of these people for entrance into the construction industry and then find that they are not able to be placed because there are no jobs available. We certainly feel that the general public who purchases the skilled craftmen's services are entitled to a craftsman of the caliber that we are training today and any attempt to substitute or replace our efforts should be bypassed. We certainly don't want any 90 day wonders in our industry. We also feel that complete training in the program that we have established now is vital to the protection of life and property and public.

Question: Are there some plans in some schools, you feel, to try to put some of the on-the-job training into the classroom in terms of these kinds of labs and things like that?

Answer: Yes. We feel that there are attempts being made at this effort. Trying to substitute like you say lab work in the classroom.

Q: Is there any evidence that you aren't able to train people fast enough for the industry demands? What's the rationale behind this attempt?

A: I think it's just an effort to say that we're going to set up a classroom and duplicate the services that we are doing now.

Q: Wouldn't it be a duplication? What line of reasoning is used to put this classroom type of activity into play?

A: I don't think I understand what you mean.

Q: Why are they saying we need the lab, in other words, are they saying that the training you're giving them is not sufficient?

A: No, they're saying that they want to train more. But we have applicants that we have to turn away all the time. There is no place for them to go to work after they are trained, I think this is what I'm saying. The efforts to train them in a classroom would be just wasted. The money spent on the training could better be spent on some of the skills, reading and comprehension for example, and some of those that could be taught in the classroom. There is no substitute for the on-the-job training in the skill areas. We can teach a guy how to operate a machine in a classroom but you can't teach him how to actually install a job in a classroom as far as the skill trades and construction.

Q: Did I understand you to say that there are areas where your association cannot get space in technical schools?

A: Yes, we difficulty in the Fond du Lac area, for example, in getting enough space in the vocational school to take care of the classroom instruction, etc., in the programs that we have set up in cooperation with our national association and with the electrical workers union. We have related instructional programs established that are being utilized and we do want some lab space in the school and we find it difficult to get that on occasion.

Q: What's been the justification of the rationale for that?

A: They don't have the space. Thank you.

JACK MARCUSSEN, MEMBER, WISCONSIN ADVISORY COUNCIL ON VOCATIONAL EDUCATION, MILWAUKEE, WISCONSIN

In closing, I would like to make just a couple of very short statements, one alluding to what was said by one of the speakers in the second part of the program. The State Advisory Council asked the Center for Studies in Vocational and Technial Education at the University of Wisconsin-Madison to put the series together for us and we are more than pleased with the they've done and I wish I had said this earlier when we more people here. But Dr. Strong is Director of the Center and Mr. Dan Jarosik, sitting in the back there, was the key man putting it together. One reason I mention this, not only to give credit where credit is due, but because they did do their job. There was considerable advance notice of the hearings. It did appear in this area in the, I think, Dan, the Sentinel; this was several weeks ago. So I guess that's the response to the comment why the notice wasn't out. I'm sorry that not everyone got the word or perhaps saw it as soon as it was published but I guess we did the best we could in that respect. There isn't many other ways you can announce a hearing except through the newspapers.

(Interjection from audience) Mr. Chairman, should this happen again, there are two agencies in the State of Wisconsin that are responsible for private education. Those agencies would be tickled to pieces to disseminate the notice. One is the Division of Cosmetology in the Board of Health and the other one the Educational Approval Board. They've got all the people that are in the education business and a list.

Okay, we'll note that. I think the newspaper approach is suppose to get to the entire public, you know, if this is possible. Is there anything else that anyone would like to bring before the hearing at this point?

Question: I just have a question. Will those in attendance here today get a report on everything that was said here today, all the remarks?

Answer: It's not with the plan that a report would be reproduced from dissemination. There will be a master report that will be reproduced for the Council and from this, my assumption is, the Council will develop recommendations which will go to the State Board of Vocational, Technical and Adult Education. We felt the job of reproducing the total testimony would be quite expensive.

(Interjection from audience) Mr. Chairman, I appreciate what a voluminous thing the report of today would be. I'm much more interested in whether or not the participants of this meeting will have access to the report of the Advisory Council to the State Board.

Yes, you will. Anything else? Then we stand adjourned. Thank you all very much.

HEARING #4
LAKE GENEVA, WISCONSIN
OCTOBER 29, 1974

PRESIDING PANEL

Clare D. Rejahl, Executive Director, Wisconsin Advisory Council on Vocational Education, Madison Wisconsin.

Theodore W. Harris, Member, Wisconsin Advisory Council on Vocational Education, Racine, Wisconsin.

Jack B. Reihl, Member, Wisconsin Advisory Council on Vocational Education, Milwaukee, Wisconsin.

PANEL CONSULTANTS

Ruel Falk, Director, Bureau for Career and Manpower Development, Wisconsin Department of Public Instruction, Madison, Wisconsin.

John Kroll, Special Assistant for Federal-State Affairs, Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin.

PRESENTERS

C. Philip Johnson, Member, Wisconsin Board of Vocational, Technical and Adult Education, Darien, Wisconsin 4-3

Richard McNall, Owner and Operator, McNall Equipment, Inc. and Member, Janesville Board of Education, Janesville, Wisconsin 4-5

Eugene Lehrmann, Director, Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin 4-6

Ruel Falk, Director, Bureau for Career and Manpower Development, Wisconsin Department of Public Instruction, Madison, Wisconsin 4-10

Leonard Grimmer, Teamsters' Local 43, Racine, Wisconsin 4-13

James Highland, District Administrator, Union Grove Union High School District, Union Grove, Wisconsin 4-17

Richard Konicek, Director of Redevelopment, City of Beloit, Beloit, Wisconsin 4-19

Orvis Johnson, Director, Blackhawk VTAE District, Janesville, Wisconsin . . 4-21

Nicholas Clementi, Stdent, Racine Case High School, Racine, Wisconsin . . . 4-23

Randy Weinbrunner, Student, Southwest Wisconsin Technical Institute, Fennimore, Wisconsin 4-26

Philip Morrissy, Member, Gateway VTAE District Board, Elkhorn, Wisconsin 4-28

Donald Anderson, Local Vocational Education Coordinator, Badger High Schoo, Lake Geneva, Wisconsin 4-31

Susan Nicks, Teacher, Business Education Coop Program, Delevan-Darien High School, Delevan, Wisconsin 4-33

Leroy Wooley, UAW, Racine, Wisconsin 4-34

Cathy Stanfly, Student, Blackhawk Technical Institute, Beloit, Wisconsin . 4-37

John Pryor, Student, Blackhawk Technical Institute, Janesville, Wisconsin . 4-37

Tom Bishop, Counselor, Gateway Technical Institute, Racine Campus, Racine, Wisconsin 4-38

Andrew Stenklyft, Assistant to the Director, Bureau for Career and Manpower Development, Wisconsin Department of Public Instruction, Madison, Wisconsin 4-40

Doyle Beyl, Director, Bureau of Research, Professional and Student Develoment, Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin 4-43

Ed Ennis, Wisconsin State Division of Health, Madison, Wisconsin 4-45

CLARE REJAHL, EXECUTIVE DIRECTOR, WISCONSIN ADVISORY COUNCIL ON VOCATION EDUCATION, MADISON, WISCONSIN

My name is Clare Rejahl and I am the Executive Director of the Wisconsin Advisory Council on Vocational Education. We anticipate having two members of the Council here today. One of them has arrived and that's Mr. Theodore Harris from Racine. We're expecting Mr. Jack Reihl from Milwaukee momentarily. We are going to begin the hearings, however, without him. Also, at the table, we have two experts, Mr. John Kroll of the State Board of Vocational, Technical and Adult Education and Mr. Ruel Falk who is Director of the Bureau for Career and Manpower Development for the Department of Public Instruction. Now, these men are here to answer questions that nobody else can answer. We have two or three ground rules that I'd like to mention. First of all, we hope that the testimony will be limited to ten minutes by each individual. Everything that's being said here and everything that has been said at previous hearings is being recorded on tape. It's one of these tape jobs again. When the hearings are concluded, the testimony will be reviewed and interpreted and ultimately a report containing recommendations will be developed. I will mention, too, that there is coffee in the back of the room and, if you feel as though you would like to have a cup of coffee, get up and help yourself. Now, does anyone have a question with respect to the conduction of the hearings? All right, we'll call as the first person to testify Mr. Philip Johnson who is a Farmer Representative of the Wisconsin Board of Vocational Technical and Adult Education from Darien.

C. PHILIP JOHNSON, MEMBER, WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION, DARIEN, WISCONSIN

Mr. Chairman, members of the Council, friends of vocational, technical and adult education. You know, I'm glad that we have one of our experts over here that I know quite well. I wasn't so aware that he knew everything but now I can ask him a lot of questions I've never asked him before. One can hardly serve on the Vocational-Technical Board without becoming aware of the role, as well as of the philosophy, of this system of education as practiced in the State of Wisconsin. It is a basic educational system which enables anyone to obtain or improve upon their skills at any time in their career. It is designed to aid business, labor, industry and agriculture. Those who serve on or who have served on the various boards of this system have been dedicated to this "people-oriented" system which delivers the most critical and most necessary preparatory education to the people of this State. I have many concerns about problems facing the future development of vocational-technical education in this State. For instance, the question of selection of board members by the elective process has frequently been suggested. I am dedicated to the democratic elective process in most instances, but I am afraid that such a selection of board members, either at the district or the state levels, could cripple the unique cross section of board representation which has proved to be so effective in keeping this educational system in tune with the needs of all of Wisconsin economic communities. I am certain that the diversity of thought, diversity of interest, and independence of decision afforded to the vocational-technical boards of this State, would be seriously compromised by turning to the elective processes for board selection. There are those who feel that elective boards are more responsive and sensitive to the desires of the public. I would suggest to those individuals that this sensitivity, this responsiveness to the demands of the public may not always be consistent with the long-range, best interests of the public or of the institutions, and so, to the actual needs of the public. We are perhaps at one of those points in history when the needs and desires of our society have to be considered somewhat aside from the immediate emotions of political activity. Since the elective process usually selects people for office from a power block situation, it is unlikely that we would find low density areas or minority groups represented on boards selected under an elective process. Today, we have both of these situations covered in the traditional, cross-section representation required for the VTAE Boards. I tend to think that this situation is actually more sensitive to the actual needs for which this system of education was designed. While serving as a member of the Facilities and Finance Committee of the State Board and, as a member of the Wisconsin Higher Educational Aids Board, I have become aware of problems which are growing between our educational institutions and which will effect our future ability to deliver our services. The wrong set of decisions are made for these institutions and the student population. We are constantly warned of overbuilt campuses, of falling student populations, of stagnated population growth. While I am certainly aware of these problems and the statistical implications, I am also quite concerned about one fact, seldom expressed in the same breadth, that only about one-half of our high school graduates are taking advantage of our higher educational processes. I believe that we must face this problem, not for the sake of the educational institutions involved, but rather for the future economic welfare of the people who will continue to seek a livelihood in the State of Wisconsin. Therefore, I would suggest, while some of our higher educational system appears to be overbuilt, it is, in reality, under-utilized. Unfortunately, as the pressures of our economic system mount upon our society, we desire to cut back on the financing of the educational system as we do every other element of government. Of course, it is more easy to attack education because we see it every day, usually close at home. But I submit, this is exactly the wrong time to cut back on education opportunity. Yes, we can demand productivity but do not reduce opportunity when it is most needed. This is the time when we require new industrial opportunities, new technological know how, and new research. This is a time when we have to find new methods of accomplishment if we are to continue to improve or to even sustain the quality of life to which we have become accustomed. It does not appear to me then, that we should reduce our educational effort on any front, but rather we must solve the problem of under-utilization in order that the facilities we have available might produce for the benefit of this and future generations of wisconsinites. I urge this panel and all concerned citizens to look very seriously at this problem, not just as it effects VTAE but also as it effects all of our public and private educational institutions. Finally, and in line with this problem of future utilization and financing, the question of tuition has been raised for the vocational-technical education system. I am afraid that we are confusing the mission of the vocational-technical system with that of the university system. In doing so, we are attempting to relate costs and transfer burdens to different student categories. Such a move would destroy much of what I have just said about the systems that deliver education, and mainly at their point of need. This system was designed from its very beginning to deliver skills to our working public, to those unable to afford, unable to cope with, or unable to find the educational opportunities they require. By the same token the expansion of this system has been dedicated to improving the qualities of programs by providing expertise for labor, for business, for industry and for agriculture at the very point where opportunities and expertise are most needed. Now rather than placing roadblocks in the future development of this great, natural resource for the people of the State, I believe it would be best to continue to re-evaluate our system of priorities to see that we do not cripple our ability to reduce the economic gains from which we acquire all of our other strengths. I would further ask that you look closely at those who question some so-called, high cost programs in the VTAE systems. These generally are very basic to the system in that they afford training for our apprentices and agricultural programs whose need in today's world, I think, are unquestionable. Thank you.

Question: In your opinion, is there a relationship between the thought that vocational school students should pay tuition and the question of transferability of credits gained in the vocational system in terms of whether they can be freely transfered to other institutes of higher learning?

A: I think the question really should not be tied together at all. I think tuition is an entirely separate situation. For the small degree in which programs do cross missions, I believe that each system should make their decisions as to what programs they can or cannot accept towards credit. I would say basically that the missions are so different in, let's say, in what they intend to present and the need of the people that are using these systems vary so greatly, that I believe that it's up to each specific institution to determine what that transferability of credits should be. I realize that, perhaps in certain instances, people look at it as a hardship and, perhaps, there is a certain amount of duplication. I'm sure we have certain legislators who have expressed a concern that we might be duplicating things if we allow this transferability. I think we are more apt to stymie development and use of educational programs and processes if we cut down transferability within different systems, but still I think, that the credit situation should be looked at independently. Do I answer it?

Q: Yes, thank you.

RICHARD MC NALL, OWNER AND OPERATOR, MC NALL EQUIPMENT, INC., AND MEMBER, JANESVILLE BOARD OF EDUCATION, JANESVILLE, WISCONSIN

Members of the Council and ladies and gentlemen. I will restate what has already been said here since I have it down. My name is Richard McNall, I live in Janesville, Wisconsin. I am president of McNall Equipment Incorporated which is an agri-business. It sells and services agricultural machinery to farm customers. I am presently serving on the Janesville Board of Education and have, for the past six years as well, served on the State Advisory Council for Vocational Agriculture Education. My experience in vocational education began some thirty years ago as a student in Janesville High School. At that time, we worked with vo. ag. projects as milk testing, dairy herd record keeping, chicken culling and the like. None of these I personally and, obviously, use today, but I do use the philosophy behind this training to run a modern agri-business. As a member of the Board of Education, I visited high schools in Wisconsin and Illinois where they have made a strong commitment to career education and have seen what can be done if the desire and financial commitment can be mustered in a community. It is from this background that I would like to state a few observations and opinions that I have concerning vocational education and secondary and post-secondary levels. I grant that these are going to seem probably to many of you very basic, but first of all, it's expensive to administer. By this, I mean in relation to other education. One teacher and a hundred dollars worth of history books can teach a room full of 30 children. The same 30 students would need a room equipped with perhaps from $10,000 to $50,000 worth of equipment in auto machanics, for example. So this is one of the problems. Secondly, the students, I have found, have a strong desire to get involved in vocational education. They want to have this training. It is compatible with what they believe life is all about and relevant to the way they believe that their life's work will be. Even those going to college have a desire to get in career education and actually do. Third, vocational-oriented schools that I have visited with have high student interests, to a higher degree than conventional curriculum. Fourthly, most communities are not ready to accept vocational education and promote it at its desired level in high school. They believe that it competes with most post-secondary vocational schools. I do not believe that it competes but is complementary. We ran into considerable resistance in Janesville from the community at large as well as the fiscal funding board of our city council when we tryed to commit or increase our commitment to career education. Fifth, school boards, as a rule, are reluctant to sense the need and are, generally speaking, unwilling to make a firm commitment to career education, especially if it means scrapping some of the conventional programs, and it usually does mean exactly that. Sixth, most school administrators are conscious of the need and sensitive to the problem, but amongst other problems involved in initiating an adequate program, are the finances and an adequately trained staff, both of which seem to be in short supply. I'd like to make this point. In our economy, our people fall into two broad categories, the income producers and the income providers. Obviously, there must be income produced before there is any to divide. In recent years, our country has produced less income producers and more income dividers. It is seemingly apparent that vocational education favors the income producers side of the ledger. Anything that can be done to promote increased income will be felt on the positive side throughout our entire economy. As I have stated previously, these are my personal observations and opinions. As a businessman looking to the high school and vocational school graduates as future employees, I would have to say there is a great need for expansion and improvement. I feel that we need both State and Federal direction in the form of aids and legislation to make career education take its proper place of importance in our educational process. Thank you for giving me this opportunity to appear before you.

EUGENE LEHRMANN, DIRECTOR, WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION, MADISON, WISCONSIN

Thank you very much, Clare. At the outset, I want to express my personal appreciation to the State Advisory Council for providing the initiative to hold these hearings throughout the State of Wisconsin. I think it's appropriate that the citizens of our State should have the opportunity to express themselves before the State Advisory Council because they are charged with the responsibility of evaluating what is happening in vocational, technical and adult education in the State of Wisconsin. I can't think of a better way of providing this information than going to the people. So, I want to commend our Advisory Council on holding these five hearings. As State Director of Vocational, Technical and Adult Education, I am pleased to participate in this particular session. Our programs must effectively meet the needs of those individuals that are the consumers of our educational product. We must know how the student and the employer feel; we can meet their needs for training of a skilled labor force. That is the mission of our Vocational, Technical and Adult Education System as mandated by the State Legislature. We in Wisconsin have been very fortunate, as you know, in having had legislation dating back to 1911, before the Federal government even enacted vocational education legislation in 1917, which was to foster and promote vocational education programs throughout the State of Wisconsin. Since we have received Federal funds dating back to 1917, we have used these funds to innovate and to devise exemplary programs, seed money if you will, to get things started. Many of these projects, which were initiated through the use of Federal funds, have demonstrated their excellence and have subsequently been supported by State and local funds. I could point to the testimony just offered to us by the school board member from Janesville. In the vocational agriculture program, which started out at 50% Federal and the balance of it local and State support, it's now 20% or less Federally supported, and the balance comes from State and local funds. Any number of our vocational-technical programs for special categories of people to be served in the State of Wisconsin now are supported primarily by State and local funds. Set-asides provided for in Federal vocational education legislation have also provided an incentive for our districts to extend their offerings to the disadvantaged and handicapped, thereby making educational opportunities available to all of the citizens. Wisconsin has been cognizant of the fact that the Federal government did, in passage of its legislation, particularly the Amendments of 1968, design their legislation so that services would be rendered directly to disadvantaged and handicapped people. In addition to that, the State Board has been willing to set aside over and above the 10 and 15%, money for the purpose of delivering additional services to this category of our population. One of the problems we have had in the past will, I believe, hopefully be corrected by Congress this year. For many years, we have had to operate on a continuing resolution budget of Federal funds, not being sure how many Federal dollars we could expect. I understand the new education budget, now being considered by Congress, will provide for funding for one year in advance on major education programs so that local school districts will know how to plan and can intelligently estimate what problems they will face in budget making. I think it's essential that both the National and the State Advisory Councils join with the State Boards of Vocational Education throughout this Nation and get the message to Congress that we believe it is essential that we have this forward funding principle adopted. It's going to take a lot of urging on the part of all of us so that this will be accomplished. I would like to just make a couple of comments on the State level which I'm sure you are aware of, but yet I want to call your attention to them because I think they're very essential. Number one, adult education and the provision for opportunities for those 300,000 students who enroll at the post high school level in our adult education programs in the State of Wisconsin must continue to be met. The State Board has requested in its budgetary proposal that these adult education, vocational programs be funded at the same level of State support that our regular day programs are funded. We think this is essential. There is a greater need, a growing need, to be very frank with you, in the adult education population in the training and retraining of our citizens. In light of that, the State Board has seen fit to make this request of our State Government. Our State Board has also been charged by the Legislature to develop a master plan for our entire system. I want to point out to you that Wisconsin is unique in the sense that all of the area of our State is in a vocational-technical district. As I meet with my counterparts from other sections of the country, I find that a good many of them are seeking this kind of arrangement whereby they will have local boards with local initiative and local incentive governing these vocational-technical districts. Our master plan will be developed within the next year and a half and in it, we will try and spell out what we expect will be our delivery system for the next ten or fifteen years for our vocational-technical system. And lastly, I want to endorse what Mr. Johnson expressed, particularly as it relates to tuition charges. I personally feel this is going to be one of the very important issues which will, in one way or another, be considered by the legislature this year. It's my personal feeling that, should tuition be imposed on our vocational-technical students, it would cause a significant number of these young people to choose not to avail themselves of post high school vocational education opportunities. This will result in many special costs to the people of this State and Nation because, somewhere along the line, these people will have to be trained, and our past experience indicates that when they are not trained, we must not only give them the educational opportunities but we have to pay a stipend as well to bring them into the educational program. There's been one theme that I've been informed has been running through this testimony coming from the students, and that is that they would find it very difficult if they had to, in addition to paying for the fees which in many cases run quite high in our system, in one program it might run as high as $400 a year, that if in addition to these fees, students had to pay tuition, a good many of them would be prohibited from enrolling in our vocational program. I then join with Mr. Johnson in saying to you, the members of the Advisory Council, that we are strongly opposed to this kind of effort and hope that your work in the Advisory Council will point in the same direction. Thank you very much for giving me the opportunity to appear.

Question: We have your reported views on the question of the change in compulsory school attendance. Are you prepared to talk about that at this time?

Answer: Yes, I'll just make a brief comment on it. I think there are three things, Mr. Harris, that we ought to address ourselves to as it relates to compulsory attendance. One if uniformity, and I guess I informed the Advisory Council before that the State Board's position is that we should have an 18 year old compulsory attendance law with adequate alternatives as far as students are concerned in terms of educational programs in their local high school district. Secondly, it's a position of the State Board that responsibility for this educational program ought to be established. I have been discussing this with the Department of Public Instruction in our high schools districts. Now that does not mean that the resources of our vocational district should not be made available for providing certain portions of these educational programs. I join again with Mr. Johnson in stating that, if we have facilities that are available, they ought to be utilized. If we have a shop that is not being used at some particular time of the day or on Saturday and somehow we can get students into that shop, it should be used, used as often as possible. We need to work out ways of making certain that this does happen. One of the questions that will come up has to do with resources, and I think the State Government has to come to grips with the fact that vocational education does cost more money. In fact, on a national level, for every dollar spent on general education it will take $1.80 to deliver a vocational education program, so that's another point that would have to be considered before we arrived at something that would satisfactorily provide for compulsory attendance, Mr. Harris.

Q: Now, Mr. Johnson, if I recorded it correctly, had the opinion that only one-half of the high school students went on to higher education. I think he suggested further utilization of the educational system. As head of the VTAE system, do you suppose our facilities are being under-utilized or is this something that the vocational system cannot truly charged with?

A: I think our system is using the resources we have available quite extensively although we certainly have not been providing education to as high a percentage of the population as we should be offering this educational program to. That is not to say that we don't have places in the State where our facilities are utilized to the greatest extent. Generally though, during that period of time when facilities are normally being utilized, we have a very good track record and the State Board is very careful in terms of proving facilities, that the district can develop or can point out to us how they're going to use this facility, how often it's going to be used and what it's going to cost to provide this service to the people of the State of Wisconsin. Surely, we have some point where we can utilize our resources more effectively. I think one of the things, one of the places we might help each other is, for example, where some high schools have good shops that we could use out in the State in our evening adult program. We're doing a lot of this, but maybe we could do more. That's one area of consideration.

Q: Mr. Johnson mentioned about transfer of credits. I just have one question. In the vocational education system, what is the percentage between occupational, skilled training in associate degree programs and transferable credit programs?

A: On a statewide basis? Well, the total thing is really very small. At Madison and Milwaukee, under 20% of the population enrolled in the school is enrolled in a liberal arts, transfer program. Now, if you interpret that on a statewide basis, I suppose it comes down to 7,000 out of 72,000, approximately 10% of the people are enrolled in a liberal arts programs. A good many of these people, who are enrolled in these liberal arts programs, are enrolled on a part-time basis, particularly in Madison and Milwaukee. So it's not as heavy an enrollment as some people think it is. I would add one other thing as long as you weren't here right at the beginning. Mr. Johnson did talk about a topic that I know you're interested in and that was his feelings on elected boards for our system of vocational education and he did support the idea of appointed boards and elaborated as to why he supported an appointed board.

Q: Just as I walked in, he was touching on that subject, so I did hear some of it.

Q: I don't wish to keep you overly long but you happen to be well able to respond. I was interested in to what I understood Mr. McNall's comment to be. His view was that expanded vocational courses in high school would in no way endanger the mission of VTAE and vocational schools, but he thought it would be complementary. First, I'd like to know whether you think it's a good idea to have expanded vocational experiences in high school for those people who might be determined at some earlier stage, the eighth grade or so, not to be college bound or academically oriented, is it a good thing? How do you see it?

A: I see it as a good thing. I see it as a positive situation and mainly for this reason. Remember now, we say about half of the people are not going into post high school education at this time and we are, then in fact, turning a number of people out into the world of work immediately upon leaving high school and, particularly for that segment of the population, basic vocational education ought to be made available to them, otherwise we're sending them out to find jobs where only 5% of the jobs are unskilled. So we're really creating some very serious problems for ourselves if we don't have this vocational education opportunity available at the secondary level. Secondly, we do need some of these basic skills taught prior to enrollment at our vocational-technical schools, because the way technology is advancing, we need to build on some of these skills when the people come to our vocational-technical program and so we use the skills, we use the initiative provided by the high school system, as part of our total delivery system in the State of Wisconsin. On that basis, we believe it's essential that his program be developed and be developed as effectively as it can possibly be done, primarily aimed at getting these basic vocational skills to students at the high school level.

Q: Is there any danger, I guess this is what I'm getting to. I don't believe that most of the high schools are geared up equipment and plant wise to really offer any significant amount, and I may be wrong and our experts may be able to tell me, but my opinion would be that they perhaps are not geared up to offer any significant vocational experience in high school, which would mean it's possible that they may have to borrow facilities and I think there's some of that going on now?

A: Yes.

Q: In other words, we will accept those students within our system and utilize our facilities. But the thing that I want to hear you on, does that put us in any significant danger? I think of becoming a garbage can for students that they want to get out of the high school, "troublemakers" and so forth. What does that tend to do to our system if we encourage that? That's why I thought his comment was very interesting because I wanted to hear your comment on this particular angle of it.

A: First of all, there are some fine high school programs in existence in the State of Wisconsin, and I'm sure you will have the chance to talk to Mr. Falk about that and maybe we'll want to talk later on in regard to that subject. You'll also be hearing, I'm sure, some testimony; I saw some people from high school programs in the audience who will be better equipped to answer that question than I am. So I believe that's a distinct possibility. When you come to the questions of students, becoming a dumping ground or a depository for people who simply have no desire to go to school. I think this is one of the real issues that all of us have to come to grips with.

Q: I don't mean that they don't have a desire, I'm suggesting that they may not be perceived as having a desire within the high school system. There has been some experience in my background that prompts me to ask this question. I've seen it happen, I have a feeling about this and I'd like to ask you?

A: Well, my feeling, as I expressed before, is that these people should be encouraged to remain in the high school program so that they can take advantage of what the high schools have available to them and make the choice voluntarily in terms of whether they want to get some vocational skills at that level or be involved in an academic program and to advance as far as they can in the academic program themselves. This is the way I would feel we should proceed in Wisconsin if we're going to meet the needs of all of the students and have it happen on a voluntary basis that the students make the choice in terms of how they want to be involved in this educational program. We should not channel people simply because it may be somebody's desire to have them put in a specific program, that it be a student-parent choice really is what I'm talking about, Mr. Harris.

RUEL FALK, DIRECTOR, BUREAU FOR CAREER AND MANPOWER DEVELOPMENT, WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION, MADISON, WISCONSIN

(Mr. Falk read Dr. Thompson's remarks already included in this report on page 1-11.)

Question: Mr. Falk, perhaps you can't speak for Dr. Thompson, but certainly you would probably have an opinion as to what the Department of Instruction's position may be in this regard. I believe that in some of the larger metropolitan areas, such as Milwaukee, Racine and the like, there is a particular problem between the ninth grade and twelfth grade, that students who have short attention spans are somewhat slow in learning and may be treated in two different ways. If the student is not challenged academically and is rather quiet about it, he, in many instances, is put overdue. But in the Racine district, it's called special education which is sort of a subdued program, not really equipping him to function in the world of work. However, if the student is noisily unchallenged, there are various ways in which he is discontinued and severed from the educational process and becomes, what is known as, a dropout and it happens in all together too many instances within the secondary educational system. I'd like to know what in substance, first of all, does the Department officially advert to this problem? Secondly, what substantial effort is being made to really reach this segment of the school population so they don't become a drag on society which they do invariably, because they're unable to do anything and they hang around and end up as part of the crime problem and they certainly are not equipped even to go onto whatever the vocational schools may have to offer because they never finished, they're just sort of left hanging out there? It's a pretty big problem in some areas. What is the Department's view on this and what is your response as to how this might be reached primarily by the Department of Public Instruction, and, lastly, in what ways is the vocational system complementary to you in helping to solve what I predicate is a problem.

A: Okay, I am speaking for myself now, for what I know, these are not Dr. Thompson's thoughts, because I don't know how she would respond to that question. First of all, let me say that I do not know all the details about any one given school system but there is an individual here who probably can share some specific information as it relates to Racine. That's your LVEC, Al Pitts, sitting back here. I don't know if you've ever had a chance to visit with him or not, but you may wish to do so. We are responding to it as, I understand, Racine is doing some significant things from what I hear. I have not been there personally, however, I have participated in some workshops down there.

Q: You think this is not only true in Racine?

A: No!

Q: Since I'm from the area, I simply suggest that this might be an example.

A: Okay, what we have done in those cases is to take the set-asides of 10 and 15%, which are higher reimbursement rates and higher risk money, and in the Racine public schools, and if I'm wrong one of you can correct me, but I believe they do have some alternatives within the school system to meet the needs of the students who, for some reason or other, are not enjoying or succeeding or getting anything out of the regular school routine. Now I don't know how they refer to them, what they call these centers but they are taken out of the existing setting which evidently is not for them, and put into an alternative program. Now by alternative, I don't mean another private school outside, I mean an alternative program within the public school system.

Q: That may be true, but it services only a small fraction of the larger problem. The facility that you referred to does exist but it by no means is adequate to meet the calls of this particular problem which is a grave problem that effects everybody, because these people eventually end up on the welfare role or something like that.

A: Then, I guess I couldn't tell you anything beyond that specifically but basically through alternative programs and individualizing instruction. Those were the two basic methods that we're using and we're getting at it at the elementary level through the secondary program, but it's basically the earlier school years in which to prevent problems later on. But, in many cases, it means expanding our vocational offerings. They don't have enough or certain types of students so we encourage that. We say this is the kind of effort we will support. But, each community's problem is unique in the type of clientele they're serving. We say these are the kinds of things we can support. But, the local school has to design the specific program because they know the system, they know the problems, they know the students, and so we look to them to come up with the answers. We don't have pat answers that will cover every community. Now, we have started in Racine and I don't know how far it's gone or where they're going. I know some efforts this summer were geared toward special education students. You said they do things for them but there's another group in between, so I know that's going on. This is something that hadn't been done before, to give them some vocational training, so that's one step in the direction to meeting the needs of a clientele that was not being served. Now, if there are other groups that are not being served, I guess we say to the local schools, what do you propose or what will meet these needs? Then, we will help support those activities. But as far as having a package answer, we can't come up with one that will meet every situation in the State. So there are resources available to serve all the different problem areas that had been identified. But, the local school districts generally have to come up with the proposal or the solution, or usually it's a proposal to see if it works, to see if it helps.

Q: As I think we would both agree, first of all, there is a problem. You aren't denying that?

A: No

Q: Secondly, that it is a problem that lies peculiarly within the mission of your particular area?

A: Well, I'm not sure about that.

Q: Well, at that level, between nine and twelfth grade, I should think that it might. But, assume it's true for the sake of the question. Do you see a complementary role that the vocational school may employ to assist you in seeing you in seeing or in helping to solve what I contend is a problem?

A: I guess you'd have to look at the specific community. Find out what the secondary school already has available. Find out what the voids are and then, maybe, those voids can be filled through programs in the post-secondary institutions, and this is usually accomplished on a contractual basis. We already have a lot of contracts going with post-secondary institutions. It varies from one district to another. I think there's one other thing I'd like to bring out because I think you're assuming, or many people assume, that vocational education is the answer to every problem. Frequently, that's not the student's problem area. We've got to get at some of the related instruction. That's where the student gets hung up and turned off and drops out. I'm speaking of some of the academic and general education areas, those we don't have that much jurisdiction over, I mean, our bureau, vocational education. We don't find many students dropping out of school because they're unhappy with vocational education or the courses they have there. Something else unrelated, well related, but out of our jurisdiction that is really causing them the frustration. It might be that a lot of the other programs in the school need to be modified, maybe the science program, the math, the English, English is frequently the problem. Frequently the problem does not lie exclusively in the vocational education program. I think what we have to do is to get some of the other people to modify their programs to better meet the needs of these students. Many schools, and I'm not looking at anyone particular, have English, but every English course they have is college preparatory. Well, that's not going to serve the kids you're talking about. That's their greatest frustration, they have to get these credits to graduate, and that's where they can't cut it. It's not the vocational program. I think a lot of this can be modified or helped through career education. I think that this will sensitize some teachers to what the needs of the students are rather than their subject matter, and begin to relate it to something other than just learning for the sake of learning because some students don't buy that.

Q: Somewhat along this same line, would you agree with most of the experts on education that say that it's around the fourth grade, that actually the path is already decided then, if that child is going to be a success or maybe take a downhill turn? Do you agree with that?

A: I think educational needs have been geared to the pre-school and primary grades to try and correct and modify that so we don't have that problem developing at about the fourth or fifth grade. Again, I still think that some career education concepts starting early will help students modify their behavior and hopefully motivate them to see, "why am I in school and where is it going to take me?" In too many situations, that's not happening, but we do have some good examples of that being operational now.

LEONARD GRIMMER, TEAMSTERS LOCAL #43, RACINE, WISCONSIN

You have to excuse my language because at times I talk like a truck driver, and I've hung around Leroy Wooley long enough that I've picked up his lingo. You're just going to have to take me as I lay it out. I've been part of the Racine, Kenosha and Walworth County Joint Apprenticeship Training Committee (JATC) since its formation and that in the automotive trades. We've had a rough road the whole on it, and I've had a lot of fights with Charlie Nye's office in Department of Industry, Labor and Human Relations, lot of fights with Elmer Jensen's Office, the U. S. Department of Labor. One of the biggest fights I've had, I think, is with the vocational school. But either they followed me and would listen to some of the things I said or they got sick of my mouth and, to shut me up, agreed with some of the things I said, I don't know. But I know the vocational school presently in Racine, Kenosha, and Walworth Counties serves about 400 apprentices in thirty trades. Enrollments in the overall picture have increased approximately 32 percent from the prior years. The faculty assigned to apprenticeship related courses are journeymen or otherwise qualified in the content area in which they provide instruction. Circuit teachers are utilized in some trades to a large extent, in this way we get better qualified teachers. All apprentices attend classes in accordance with the law of the State of Wisconsin and in alignment of their JATC and local union contracts. By and large, most apprentices are required by their JATC's to attend approved related instruction classes in excess of the minimum State standards. All hours of attendance are recorded, although greater emphasis is placed on course completion rather than hours in many trades. All course completion, contact, and curriculum is based upon the technical needs of the industry as recommended by the area JATC's. I think most JATC leaders have found it to their best interest to become part of the advisory councils at the Gateway Technical Institute as, in this way, are they able to control the training of their apprentices within the lines and the needs of the industry in the area. We feel that the related instruction is a very important part of training of apprentices because, without understanding the theory, an apprentice is unable to advise certain mechanics of his trade. Theory is equally essential as on-the-job training. They both must go together in order for the person to become a skilled craftsman. Throughout the entire world, apprenticeship has progressed far beyond the old sweatshop days at which time the employer was only looking for cheap labor. We feel that we have progressed further in the State of Wisconsin than any other place because of the joint effort between the U.S. Department of Labor, Gateway Technical Institute, Joint Apprenticeship Committees and State Apprenticeship Division. Let's not sell Elmer Jensen of the U.S. Department of Labor or Charlie Nye in the State Apprenticeship Division short or my ears will probably roll before I leave this meeting. Basically, most of the knowledge I have acquired on apprenticeship is originally supplied to me by these two men. And I'll be honest, we've had several pros and cons and gone through a lot of heated arguments to get where we are today. Another fellow who has played a very important part in this training and my work with the Gateway Vocational School is Fred Wentorf, and I don't know if he's here today, but at one time I gave the threat that I was going to remove all my training from Gateway Tech and start our own training course. I felt at that time the Teamsters was big enough to do it. Fred sat down with me and found out we both had the same objective. We got our heads together and came to a mutual understanding and we have progressed a long way.

Question: Sir, what problems have you had with the vocational school? You alluded generally but perhaps we could benefit from you being more specific.

Answer: The main problems I had with the vocational school was an old method of instruction that they had and felt that they could not deviate from it. They said that a mechanic had to learn blueprint reading and he had to go into a lot of things that weren't needed today. When it comes to truck mechanics, they go into rebuilding motors. When it goes into automotive mechanics, all this man has to know is how to read a wiring diagram, he's got to know how to run a testing machines, to locate his problems, and change parts. This is basically what he's got to know. At one time, you had training programs that were four and five years for apprentices. This was basically just for cheap labor for the employers. Any man that I have today can become a full-fledged mechanic in three years with no problem at all. We have adopted our training programs in the vocational schools today to meet that.

Q: Is the implication what you're saying is that we are over schooling these apprentices and keeping them in the program too long?

A: You were, at that time, giving them training that wasn't needed in their industry. That's what was done at that time.

Q: Would that also mean if we didn't do this, and more or less adapt our particular teaching methods to the requirements of the apprenticeship program that we can handle more of these apprentices and come out doing just as good a job?

A: You are doing it today. The vocational school has revised their programs in that today. They have adapted it to the needs of the area and we are putting out good mechanics today.

Q: We are satisfied with it as of now?

A: This is right, as of now we have it. We've come a long way. The thing I was bringing out was the type of men needed to sit down and get their heads together to work out the problems. You run into a lot of this in your training but we have training that isn't needed for different groups.

Q: Have you had any experience with any of the vocational schools in your district putting an apprenticeship on the back shelf? They always kept it up there as top priority?

A: I would say ten years ago a lot of apprentices were put on the back shelf and that in the area. Today, I don't think nearly all the crafts in our area down there are part of the advisory committees. We demand to be part of the advisory committees. As I said, we holler loud and hard and they recognize us. But today we're putting out people that are qualified.

Q: Then you'd be a strong, ardent fan of the advisory committees?

A: You've got to be part of it because, I don't care how well educated you are as a teacher, you've got to get out in the field and find the needs of the area. Maybe the man that started from scratch and built a car out of a piece of raw metal would need all these things, but that isn't what is needed today and he'll never utilize it. So you've got to base your training on the needs of the area, no matter what it is.

Q: You work for balance on the committee, for the people that know the problem?

A: No argument. That's what it has to be. In the absence of that, my big problem is to get the people to fill the slots afterwards. Let's be honest on it. I've sat before my membership and I've sat before employer groups and they've agreed with me unanimously that this is what we need. Someone asked who was the man that's going to sit on the committee and they all want to run out the back door. You have to shame them in and get them there. No argument, I used my mouth on too many committees, that's the trouble. Any other questions?

Q: Are we able to handle as many as the market place could utilize? I'm thinking that I don't know any skilled craftsmen that aren't making an adequate living these days. I think that I'd like to see the apprenticeship program put on the front burner instead of wherever it is. What's your suggestion about, first of all, how could we increase the number of apprentices so that we could turn these fellows into journeymen more rapidly, not only more rapidly, in greater numbers?

GRIMMER

A: I think basically one of the big problems I run into in our area is that the costs of the schooling and the paper and the hours that go into school that the employer has to pay. We start our apprentices at 65% of the journeyman's rate after which about two years he's making more than what the journeyman is when he figures his school hours. This has become a hot issue and I don't know how we're going to handle it because the law of the State of Wisconsin requires that the apprentice be paid for all hours that he spends in school. This is our basic problem. This is where we are running into a problem, getting employers to put apprentices on. Right today, I could put thirty more journeymen mechanics on in the city of Racine, we're that short of them. But they're finding that they can work premium hours cheaper than what they could train another apprentice. In the city of Racine, I have about 25 apprentices in training but we could use a lot more than what we've got in there. I don't know what the answer is. I brought something up at the last joint apprenticeship we had on the State level that we eliminate the cost of schooling where the indentures called for greater than the 50%, starting at the 65%. I didn't get off at first base because most of them start at 50%. I've gotten accustomed to the 65% where my people aren't going to negotiate anything less for a starting rate either. So that puts us in a jam.

Q: I have questions. I don't know how to phrase them because I can see if you can use thirty more, that's thirty guys that wouldn't be hanging out on the streets somewhere. But I still don't see what the vocational school can do to help cure that?

A: The vocational school cannot help because all the vocational school can do is give them the theory in the classroom. They must have both and we must ban together on it. We have to get them on-the-job training. It's on-the-job training along with the theory that's doing it. The vocational school has established two-year courses on mechanics down there. This two-year course only makes the man apprenticeable. It still doesn't help him unless he's working actually on the job. He must have the on-the-job training.

Q: That's basically a trade problem instead of an education problem?

A: This is right. That's a trade problem coming in and we've got to convince our employers that they have to invest much more money on training a man than they would otherwise. I think myself if we could get legislation to eliminate the cost paid for school hours, if the contract called for greater than the 50%, we would be a step in the right direction and we'd start something else to on it.

Q: What percentage do you think would be just about right?

A: Sixty-five percent is the starting scale. I would say that they all start at 65% and pay for their own time in school. We have had contracts in certain areas where they weren't indentured to the State, where we started our own truck driving training classes. We had established one when we couldn't get an instructor in the area. They were guaranteed a minimum of their forty hours a week at the straight time hourly rate and would go to school in the evenings for their schooling.

Q: I wouldn't go for it.

A: I know you wouldn't go for it Jack because...

Q: That's okay for the truck drivers, but I wouldn't like it for the building trades.

A: The building trades start at 50% and starting at 50% of the journeymen's rate, you are not going to have it. I know it. I say that. You got to start at least at, it takes an additional 15% to cover this. There's no argument on that. That's hard to sell an employer. We have and once we've had them sold on it for a period of years, we aren't going to back off on it.

Q: What percentage of his time does an apprentice have to spend in school?

A: Within our program, it's 400 hours during a three year period. This is a minimum requirement from the State.

Q: What's the total time? About what breakdown is that, half the time or one-fourth of the time?

A: No, it's about a half a day a week on this. It's less than a half day a week but we usually offset one day every two weeks, and then the man doesn't have to make all of them to get his required hours in.

JAMES HIGHLAND, DISTRICT ADMINISTRATOR, UNION GROVE UNION HIGH SCHOOL DISTRICT, UNION GROVE, WISCONSIN

Members of the Wisconsin Advisory Council on Vocational Education, thank you for giving me this opportunity to present our views on vocational education for your consideration. My name is James Highland and I am Administrator of the Union Grove Union High School of Union Grove, Wisconsin. The opinions which I am about to express represent not only my thinking, but those also of our Board of Education and faculty members who teach in the vocational education areas. The Union Grove Union High School is very strongly committed to the vocational education concept. We firmly believe that wherever possible students should be provided with at least one saleable skill prior to leaving secondary school. We do not believe in trying to force young people into lifetime jobs at this early age, but rather, adher to the concept of providing minimum skills in at least one area while giving information about and exposure to as many other vocations as possible. Union High School has a rich history in pioneering vocational education. We were one of the 34 high schools in Wisconsin to be selected to pilot the 1963 Vocational Education Training Act. We have developed several new and innovative programs which have been of great value to our students and have served as models for other schools to emulate. One of these programs, Health Services Survey, developed cooperatively between Union High School and the Southern Wisconsin Colony and Training School, has since been adopted by forty other schools in Wisconsin. Union High was also one of four schools chosen in 1966 to develop the Office Education Cooperative program which is now in use by numerous schools throughout the state. Our students have directly benefitted from these programs. We noted, for example, a significant reduction in the dropout rate among boys when we introduced an auto mechanics program. Later when a small engines lab was added, we noted another increase of interest among those students who were potential dropouts. We are now in the process of completing a $415,000 addition and remodeling program which greatly expands our industrial arts and home economics facilities. This added capacity in these areas will enable us to provide even greater opportunities in vocational education. We do not recite this information with an intent to brag or hold ourselves up as a shining example. We do it only to illustrate to you that we are and have been committed to vocational education. Substantial amounts of state and federal vocational education aid money has been received. The greatest proportion of those funds over the years, however, have come directly from the pockets of our local taxpayers. They have borne it because they have a genuine concern for the welfare of our district's children and because they approve of the philosophy adopted by the district board. Irregardless of what direction the federal government takes, we plan to continue our local commitment as long as it is financially possible. You have been and probably will continue to be bombarded with suggestions proposing that the federal government provide more money and less red tape. We also have that desire, but realize that it is unrealistic. At the same time, however, there has been a distressing change in the opposite direction in the last few years. Federal monies have just not kept pace with inflation and the increasing number of schools that have joined the program. In the 1967-68 school year, for example, the Union High School received 2.8% of its budget from N.D.E.A. and Vocational Education Act sources. In 1968-69 that was 2.68%. In 1969-70 it was 2.75%. This year, 1974-75, we anticipate only 1.23% of our budget from the federal government and this includes a Title 1, E.S.E.A. Program. In that same time period, 1967-1974, our enrollment has increased from 709 pupils to 1,014 and our budget from $706,000 to $1,680,000. While federal financial involvement has decreased substantially over the past several years, the flow of rules, regulations, directives, guidelines, and advisories have proliferated at an alarming rate. I, frankly, can't even begin to keep up with it. Twice in the last six months, for example, we have been visited by compliance officers. The first was checking on wages and hours and sex discrimination standards. The second checking on safety standards. The first cost the district over $9,000 in back wages in spite of the fact that all of our written employment contracts were nogotiated with individuals or groups in complete harmony with state statutes. The second gentleman handed us a list of repairs, changes and regulations that will keep several employees busy for quite some time. If the federal government can do this much for a little school district that gets only about $20,000 per year, I shudder to think what it can do to those entities that get millions. I hope that the latter are not being neglected while these officials spend so much of their time "helping" us. Recommendations for new or revised legislative proposals for vocational education would include the following:

1. Federal vocationally oriented programs that effect elementary and secondary education should be consolidated wherever possible with a single set of criteria.

2. Federal vocationally oriented programs that effect elementary and secondary education should be completely under the direction of the Department of Public Instruction. Most already are there for many functions, but it is also necessary in some instances for local education agencies to deal either with H.E.W. in Washington or with the Chicago Regional Office.

3. Finally, planning cannot be intelligently accomplished on a year to year basis. Multi-year planning is an absolute necessity where budgets must be submitted to the public for approval, where employees must be hired well in advance of program starting dates, and where local guidelines and regulations must be adjusted. We recommend, therefore, that funding be assured, at least, three years in advance when program proposals are approved.

Again, I wish to thank you for permitting me to give our views. The Union Grove Union High School is anxious to cooperate in any way which will improve the quality of education that we can give to our students. If you have any questions, I will try my best to answer them.

Question: Your point about all elementary and secondary education should be completely under the direction of the Department of Public Instruction and so on and so forth, you don't mean by that statement to eliminate your cooperative agreements contracts you have with the post-secondary vocational, technical and adult education schools, do you?

Answer: No, not at all. I'm thinking primarily in terms of writing the proposals, going from here to there and back and forth to various places to get those proposals approved.

Q: Oh, I see.

A: Now what I'm saying is that I think we should beable to deal directly with our Department of Public Instruction on the submission of proposals and the development of objectives, goals, and so on.

RICHARD KONICEK, DIRECTOR OF REDEVELOPMENT, CITY OF BELOIT, BELOIT, WISCONSIN

Chairman, members of the committee, and ladies and gentlemen. I am, by way of background, Director of Community Development in Beloit which includes economic development and redevelopment and the redevelopment authority. From about 1971 to 1973, I was Executive Director of the greater Beloit Economic Development Corporation and, in that regard, I was responsible for economic development in the Beloit area. Beloit is a city of about 35,000 on the Wisconsin-Illinois State line. Its economic base is primarily heavy industry. The Beloit Corporation, the paper-making machine producer and the Fairbanks-Morse Division of Colt Industries, manufacturers of medium size diesel engines, are basically foundry operations and are Beloit's two largest employers with the combined employment of about 5,000. Freeman Shoe Company and Warner Electric Break, which happens to be located across the state line in Illinois, each employ about 1,000 workers. While Beloit is pleased to have this significant economic base, these capital goods producers are characterized by fluctuating activity and, as a result, our employment levels tend to rather wide swings. In 1970 and 1971 for example, unemployment reached an estimated peak of 12% as manufacturing employment dropped by 1,500 workers in a 12 month period. You may be assured that the impact of such layoffs has a depressing effect on the community far beyond those directly effected. One result of these economic problems in the Beloit area is that Beloit established an organized economic development effort for the Economic Development Administration of the U.S. Department of Commerce which was published in February 1972. They also found that the rate of growth of the labor force during the current decade, that is 1970-1980, would be about double the rate of the preceding ten-year period. Since then, we have been successful in attracting Frito-Lay and Hormel to our industrial park and the Freeman Shoe Company opted to build a new facility and a number of smaller firms. Olympia Brewing Company and a small corrugated box firm had options in the industrial park but failed to exercise these options because of high interest rates within the last 12 month period. An effective economic development effort is really a coordinated system, one in which all the elements work effectively together. A quality vocational education program, we feel, is an essential part of this development effort. We are discovering that employers are becoming increasingly dependent upon vocational training, often without their realizing their dependence on it, in the following ways. First, vocational training facilities assure employers a more constant supply of qualified workers. In addition to the skills a person acquires at vocational training schools, the fact that he has successfully completed the course reflects a degree of commitment to his occupation and to his employer. Secondly, constantly changing production technologies require an upgrading of skills with obvious benefits to the employer and to the worker as well. The high costs of production machinery and the total integration of the production line no longer offer opportunities for on-the-job training as previously. It is simply too costly. Earlier this year, as we already mentioned, the Olympia Brewing Company had announced plans for a major brewing facility in Beloit. Although the project has been delayed due to current high interest rates, the proposed first phase represented an investment of 200,000 dollars per worker, it is unlikely that critical control equipment could be utilized for training purposes. More of the skills must be acquired prior to coming on the job. Because of high equipment costs, employers can no longer afford the down time caused by poorly trained workers. Thirdly, vocational training offers existing and perspective employers and like the assurance the training can be available when needed and this can be a healthy insurance policy. Today, in increasing numbers of cases, the prospective employer looking for plant cites takes for granted the availability of vocational training facilities in the community. Now on a general community level, vocational training provides residents with opportunities to acquire a marketable skill, upgrade those skills whenever technology renders a skill obsolete. Having a skill often means the difference between the minimum wage and the $5.00 per hour of higher wage rates which skilled workers can receive. The non-college oriented student is not as inclined towards career-oriented moods as is the college graduate. He tends to remain near his home and, therefore, training him results in an immediate economic upgrading for the entire community. If he cannot find employment, he will likely become an economic burden to his neighbors and his community. Vocational training is not just a school but an essential element in the continued economic health of the community. Parenthetically, I came here prepared primarily to comment on the impact on the community since I do not feel qualified to comment upon policies, but I did notice that comment had been made regarding the under-utilization of facilities. I'd like to comment on that just a minute because I feel that the under-utilization of facilities is not nearly so critical as is perhaps the under-utilization of the human resources or the failure to provide training to those who might need them. As a case in example, we had a local firm about a year ago that had planned to consolidate a number of remote facilities into their facility in the community. Our difficulty was providing the skills necessary to consolidate those activities, and therefore, the failure to provide those skills means a continuing loss of income from now on. I say the limiting factor should not be the lack of facilities, but we can afford, on a continuing basis, to lose the earning capacity of those people who have failed to acquire the job. That would conclude my testimony.

Question: What you seem to be saying is that there should be better communication about the prospective employment needs in the community between the vocational trainers in your district and employers and economic development people?

Answer: I am not saying that it is a problem of communication, it is problem of delivering, on a short-term basis, some of these skills. The other point that I would like to make is that we cannot and neither can employers always predict accurately, in say two years in advance, what their job needs will be because in some cases if they get a contract from a major purchaser such as the Defense Department, they don't know until they land the contract that they are going to be required to produce. So I'm not so sure that we can predict accurately. What I am saying is that I do not think, let's say the utilization of facilities per se, should be the limiting factor. We can afford, say a 10% over capacity or under-utilization of facilities, but we can't afford an under-utilization of manpower.

Q: Do you know of any way in which the census or the clearinghouse would be better established, so on the one hand, there can be some way that the educator could know what skills are going to be needed? Is there anyway in your community that this could be facilitated? I do agree that the under-utilization of the human factors is something that we all can regret, but then of course, who can you blame for that?

A: I'm not blaming anyone.

Q: I'm asking you, though, can you suggest some way to rectify that? Help the problem throughout, you know.

A: Okay. On some of these skills, therefore, if there would be training personnel that could be more flexibly assigned geographically to meet local demands, let's say we have a demand in Racine or La Crosse, an immediate demand where we can see the jobs being available, there be an opportunity to assign training personnel and machinery on a temporary basis to provide this immediate need. That may be one way where we might schedule more effectively on a statewide basis.

Q: I don't know whether this exists or not in your community but if so it's something to consider. Would it be helpful if there were an assigned person or personnel in the vocational school who could more or less on top of what the predictions of employment needs are and the kinds of skills that will be needed with some lead time that would allow us to gear up for it? Does that exist or, if it doesn't, would it be helpful?

A: We have a Blackhawk Personnel Association which is an association for various personnel managers and I'm sure that our vocational school personnel are acquainted with these people. Working out the mechanics is something else, as I say the employers do not always know themselves when they are going to be needing someone or what their particular skills might be. So it's a problem that we somewhat have to live with. I was primarily commenting on the response sometimes by the public that the public monies have been expended for facilities that are being under-utilized. I don't feel that's a factor. These things we can faily work out. One of our problems, of course, is that we are on a state line and, therefore, providing training services and facilities to people living to the south of the state line or employers to the south of the state line is sometimes rather difficult simply because of the geographic boundary. Thank you.

ORVIS JOHNSON, DIRECTOR, BLACKHAWK VTAE DISTRICT, JANESVILLE, WISCONSIN

I am indeed pleased to have this opportunity to appear at this hearing today.

JOHNSON

For the record, my name is Orvis Johnson, I am the Director of the Blackhawk Vocational, Technical and Adult Education District which comprises Rock and Green Counties. For some 34 years, I have been actively involved in vocational, technical and adult education in Wisconsin as an instructor, a coordinator, a local administrator and, for the past six years, as a district administrator. I mention this only because I believe this involvement under several administrative and legislative structures places me in somewhat of a unique position in relation to the assessment of the impact of state and federal legislation during the past decade. It is apparent that over the period of years, vocational, technical and adult education has received neither the recognition nor the financial support it so richly deserves. As the National Advisory Council has so aptly pointed out on several occasions, vocational education has been for someone else's child. For too many years, vocational education has been tolerated but never fully accepted as a full partner in education. But fortunately this former Cinderella of the educational world is finally being invited out of the basement and into the parlor and, in many instances, given the red carpet treatment by leaders in business, industry and the government. The interest in this hearing today and the other ones that have been conducted by this Council is substantial evidence of the current interest and concern for the future of vocational education. As I ahve related to taxpayer groups in my district many times, vocational education is not new, it is not a passing fancy. Neither is it a monster that was created by the federal legislation of the mid-sixties, of the passage of Assembly Bill 501A which restructured the system to provide high quality vocational education to all residents of this State, but rather in 1909, a legislative interum committee headed by Dr. Charles McCarthy made a recommendation to the 1911 legislature to create a new system to meet educational needs that were not being met. Thus, as Mr. Lehrmann pointed out previously, seven years before there was federal legislation relating to vocational education, Wisconsin had taken the first step in becoming a national leader in this field. I think it should be pointed out that within months after the State legislature passed permissive legislation in 1911, the cities of Racine, Kenosha, Janesville, Beloit and Milwaukee reacted promptly to initiate vocational education. So right in this area we are actucally in the cradle of vocational education as far as this State is concerned. While other states needed the prodding of federal legislation, Wisconsin and citizens of this area responded to local needs with local funds. As an administrator of a growing and emerging district that shows unlimited potential in terms of meeting the needs of business, industry, and students, I could perhaps startle you with figures, facts and statistics as to the positive impact of recent State and federal legislation. But I believe this would be redundant. Because, as I have read your reports, it is apparent that this material is made available to you by the State Board of Vocational, Technical and Adult Education. Their repetition here at this time would merely be an exercise for self gratification. But I would like to comment briefly on some of the implications of the 1963 Act. For many years, I had the opportunity to work with and under the Smith-Hughes Act, the George-Dean Act, and the George-Bardon Act. As I recall, one of the stated purposes of these acts was to "foster and promote vocational education." It is also worthy to note that these acts were authorizing and appropriating acts and provided a continuous flow of dollars. Conversely, the uncertain funding of the 1963 Act, together with the threat of impounded funds, is not condusive to good planning. Coming from a district which by most standards has the ability to pay, I do not believe that we can always equate the ability to pay with the willingness to pay. And this is increasingly apparent in relation to the portion of the tax dollar going to education. Only too often we hear that we don't need state and federal aid and that we can take care of our own problems without outside interference.

But unfortunately, the same advocates often have differing priorities when it comes to local financing. As I have seen the implementation of the 1963 Act, it has assisted in identifying educational problem areas. It has provided financial incentive to local communitieis for start up costs and financial assistance for low-cost or for high-cost, low-enrollment programs geared to meet special needs. Finally, it has provided outreach to identify individuals who have special educational needs. Previously I referred to this area as the cradle of vocational education in this State and that many years ago out citizens did respond to the need without the impetus of federal aid. However, it is becoming increasingly apparent and evident that both State and federal aid are imperative to the continuation of high quality, post high school education in this State. With the continued erosion of the tax base of the district, there is ample evidence that the property tax cannot be depended upon entirely to support vocational education in the future. My suggestions to future direction of State and federal legislation include: First, that continued and increased State and federal aids are necessary to support high quality vocational-technical education at the post high school level. Secondly, that the present distribution of federal funds to districts as an inducement to initiate special programs and then the withdrawal of the aid under the assumption that it will be financed locally produces an untenable budget problem. Federal aid for worthy programs should not only prime the pump but also help keep the water flowing. Thirdly, that in the future it will appear that greater State and federal resources will have to be channeled into facility construction if needs are to be met. Fourthly, that federal aid should be based on legislation that is both authorizing and appropriating. As a district administrator, I find that it is virtually impossible to do any long range planning with the uncertainty of continuing federal funding. Continuing resolutions and threatened impounding of funds do not lend themselves to efficient use of funds but rather create short-range crisis decisions. When the 1963 Act called for a State Advisory Council on Vocational Education, I recall that there were many questions raised as to whether there was a need for such an organization as this in our State because of our State Board. Since that time, however, I believe the Council has done an outstanding job in coordinating the many facets of vocational education in this State and I would like to commend you for your many fine contributions to the movement.

NICHOLAS CLEMENTI, STUDENT, RACINE CASE HIGH SCHOOL, RACINE, WISCONSIN

My name is Nick Clementi. I am presently Junior Class President at J.I. Case High School in Racine, and am serving as State President of the Wisconsin Future Business Leaders of America. I have come to give you my thoughts, which I believe adequately represent the vast majority of students, on the need for vocational education programming at the high school level in the State of Wisconsin. According to figures supplied by the State Department of Public Instruction, 20 percent of the high schools in the State do not now offer any recognized job entry level skill training courses. Only one in every four high schools in the State do not now offer any recognized job entry level skill training courses. Only one in every four high schools in the State provides comprehensive programs of vocational education for their students, or 106 of 428 school districts. Schools with enrollments of under 200 students are the least likely to have comprehensive programs with increasing percentages of schools appearing to make comprehensive programs available up to enrollments of from 1,000 to 1,500 students. This pattern is also apparent in large districts with multiple schools, with those districts with 2 or more high schools, each with under 1,500 students, being less likely to have comprehensive programs than those districts with an average of 1,500 students per high school. However, in the cases of schools over 2,000 enrollment there is an apparent drop off in the numbers of comprehensive programs. This may not actually be the case. It is possible that the very large school may have vocational programs for which federal funding has not been requested with the result that their program may not be organized into capstone sources and fit the working definition adopted for comprehensive programs. I have discovered that many states provide special funding for vocational education at the high school level. The quality of vocational education provided Wisconsin youth must be equal to the quality in other states, if not even of a higher caliber. I recommend that categorical aids from State funds be used for vocational education at the local high school level for those districts which provide comprehensive programs. Annually our National, State, and Local governments appropriate great sums of money to maintain our jails, prisons and detention homes. We constantly hear cries from those who believe that our penal system should rehabilitate, not punish those who have deviated from the norms of our society. I subscribe to that point of view, but see vocational education as a means towards partial elimination to the problem of social deviance. Any sociologist or psycologist will tell you that, in most cases, if you give an individual a reason to conform to the norms of society then he will. If we are able to give such large funds to rehabilitate those whose needs society has failed to fulfill, then it is only logical that if we fulfill those needs initially, there will be no need for rehabilitation. Vocational education is not only an effective preventive measure to this problem, but in the long run will serve to raise the standard of living of the entire society in the years ahead. It is important that those students who will be entering initial employment upon graduation from high school - and that is every other student - depart from high school with entry level skills and competancies which have some measure of salability to a potential employer. We know that nationally over 2½ million students annually depart from organized instruction without the basic entry level skills which will allow them to take their place in the work force. Our State is average in this respect in that we have only made a beginning in developing vocational education programs at the high school level which will give some meaning to students who choose to work immediately upon graduation or departure from high school. I am not talking just about dropouts, among whom our State has the lowest percentage nationally, with about 10% of the student body dropping out by the time the student becomes a senior. But I am also talking about that very large number of students who are enrolled in general education programs of study who leave high school without any salable skills. And I am also referring to the college prep student who drops out of college, and that is about 50% of those who begin college studies. It appears that a main function of vocational education is to give the student the preparation to pursue personally rewarding and socially useful careers. Being a student who plans to enter the field of business, I can speak for students who need a foundation of vocational education programming to help them make the proper choice when they enter employment or further training, allows for exploration into personal strengths and weaknesses, and gives the entry level skills which will allow students to sustain themselves as workers in the career clusters which are best suited for their strengths and main interests. We also have the students who are physically and mentally handicapped. The physically handicapped is able to develop those skills which are suited to his particular disabilities and therefore will give him as equal an opportunity to succeed as those who are not afflicted by that problem. Those students who are mentally slow or retarded have been alienated by our society because many feel they are too heavy a burden. Nothing makes the mentally retarded student feel better than when he is accepted into a social cliche. A feeling of belonging, social contact, and acceptance are the main needs of these individuals; vocational education can serve to meet these needs, to give these human beings a place in our society and give meaning to the lives of those who were not granted the same gifts that we were. Less than 10 years ago there wasn't a single staff member at the Department of Public Instruction whose responsibility was to give direction to developing vocational education programs. Today, there has been established the Bureau for Career and Manpower Development with a full complement of specialists whose job it is to assist the local school district to develop comprehensive vocational education programs. Some 161 local vocational education coordinators at the grass roots level either work full time or part time in assisting with the development of these programs at the local level. Funding for these staff members and capstone teachers, in addition to curriculum development in vocational education, equipment for capstone courses, and the seed money to develop new programs serving the disadvantaged and handicapped has come through the historic Vocational Education Act of 1963, the Amendments of 1968 and now the Amendments of 1973. Without this federal assistance, the situation in our high schools would surely be little better than it was a decade ago. We have come a long way, my friends, but we have a great deal farther to go. I believe that every young person in America is entitled to an equal education and should be given equal opportunity to discover their career potential. Therefore, I would like to urge the Wisconsin Advisory Council on Vocational Education to press hard for support of federal funding for career and vocational education. From what I have been told and from what I have seen in Racine in new program development in vocational education, more funds are needed to develop vocational programs for students needing such services. It is obvious that there is no federal program subsidizing education in America where we get more for our money. It would be disasterous to cut out federal funds which allow vocational education programs to be developed and sustained. I would also again urge the Advisory Council to fight hard for State funds for Vocational Education at the high school level. Federal funds have provided the seed money, but to maintain costly vocational education programs, more funds are needed than the 60 percent of funding for these programs which comes from local sources. The categorical aids from State funds for vocational education at the high school level which I proposed earlier would serve to help maintain these costly programs. Being a student from a school with an enrollment of over 2500 in a district with an exemption rate of 900 last year, I have seen far too many cases where students gain little from their high school experience. No one learns or does anything well unless he or she wants to do well. There must be a purpose, a goal, a shining star to reach for. There are many students for whom our present programs suffice, but there also many more who would benefit if greater vocational education opportunities were made available to them. Many of those who are enrolled in our present vocational education programs are content because school has a purpose to them - they are preparing themselves for a goal, be it preparation for a specific program in college, in the technical school or for a job. This is what we should accentuate in our schools. I ask you to do whatever you can to insure that vocational education opportunities at the high school level in the State of Wisconsin be expanded so that more students may share in the successes and joys of school life instead of being forced to suffer the ridicules of constant defeat and worthlessness. You can help to make this dream a reality.

Question: Can you correct me, Mr. Clementi, that Case High School has approximately 2,500 students. Did I hear you or understand that there were 900 students exempted from school for various reasons last year?

Answer: Yes, in the district of Racine. Unified District No. 1.

Q: District 1, not just Case?

A: No, not just Case, no.

Q: 900 out of the complete district?

A: Right, out of 30,000.

Q: By exempted, you simply mean that they were, by one means or another, separated from regular school attendance?

A: Right.

RANDY WEINBRUNNER, STUDENT, SOUTHWEST WISCONSIN TECHNICAL INSTITUTE, FENNIMORE, WISCONSIN

My name is Randy Weinbrunner. I'm from Southwest Tech in Fennimore, Wisconsin and I'm here as a student of the vocational system. Mr. Chairman, members of the State Advisory Council and others interested in vocational education, it's a privilege for me to have this opportunity to say a few words. First, I have to say that I'm going to talk on some of my background and experiences at Tech and then hopefully there will be some questions. But, first, some of my background. I started out of high school. I went to a school in electronics, then I went in the Navy and I spent three and a half years there. I got out and I wondered what should I do. And living in a small town, there was a vocational school in the area and the vocational school happened to be Fennimore Southwest Tech. I went over there just to see what the school had to offer. I decided to enroll in a program and I started there and I want to talk on some of the problems I incurred. I think some of these have come up in some of the other people's comments today. The first problem I incurred was probably a financial problem. Being a veteran, I was drawing VA benefits which helped to give me maybe the incentive to start school and the, secondly, my wife was working so I was probably in a better situation than a lot of students that we have going to Tech. The next thing that I looked at was how long were the programs. I was older, probably, than most kids going to the tech school so then I considered the length of program and this was another thing that I felt was an advantage of the vocational school. They offered various programs, anywhere from one year to two years. So as far as my problems go, the financial one was not a problem. I've heard mention of tuition. I know myself if I would have had to pay tuition, I probably wouldn't have went on into education and I probably would have just went to work. So I feel that the present situation as far as tuition is good, and I hope that we never have to pay tuition on the vocational level. As far as what I expected at the vocational school, I took up business administration accounting. I feel that's what I went there for, that's what they taught me. I graduated in that course, I'm not presently working in accounting but I am working in Veterans Affairs and student activities at the vocational school which I feel is part of business administration. As far as what I got taught there and putting it to practical use, I feel it was good. The reasons I chose the vocational system I would have to say, number one, it was handy, number two, financial wise I could afford it. Now I know many people that come in our doors today, one reason they are there is the fact that they can get started and it's not real expensive, so I'm speaking out for that. I heard other mention here of credit transfer. I have an interest in that because after I graduated, I'm interested in going to college but I've heard the problem mentioned, why don't our credits transfer to other schools? I feel if this did happen, it would probably cause more problems and do away with vocational system. I feel if I want to go on to college, I can find a school that will accept my credits and get into school. Another area that was mentioned as a problem and I just want to talk in our area is the problem with adult classes which was mentioned, as far as credit availability to people that want to take classes and maybe get an associate degree. We at the present time don't offer anything like this. I think it's under consideration and funding will play a big part in this. If there is money available, I think our district in particular will offer some night classes that students can take. I would be interested in something like this, having my associate degree I'm still eager to go ahead in education. So I think something like this is good and hearings like this, I feel, give us a chance to express our opinion and maybe some of the people here will get some of the federal funds or State funds directed in this area. Now, there's been some mention too of students dropping out of school and coming into our situation. Where I work this year at Tech, working with counselors, we have quite a number of students coming in that drop out of high school and they go into a developmental program which I know is not unique. I think most vocational schools have it. The success of this, I think, is something that shows that this is a good program. We have 80 students in it this year and I know when I was going through school we had a lot of guys coming in that either dropped out of high school or older adults who didn't complete their high school and they're completing it now. So I feel that the vocational system is working in this area. These were the main areas that I wanted to comment on, now I'll just leave it open if there's some questions.

Question: Fennimore is a smaller community, isn't it?

Answer: Yes, the town is 18,000 but our school has about 800 students.

Q: Well, you could pretty much tell in a smaller community how many of the students who are being trained actually are able to use their skills locally in the area. How does that stack up around Fennimore?

A: It's really a lot better than they anticipated. When they built the school there, I don't think they thought there were that many job opportunities. The employment rate from our campus has been about 90%; it's not quite that high in the major field they studied in, but as far as employment, there are more and more jobs available and I think part of the reason is we get out and do a lot of promotion. I think we have a couple of unique programs which maybe I could just mention. Our butchering program is the only one in the vocational school that draws people from all over the State. And then, we have a municipal engineering program.

PHILIP MORRISSY, MEMBER, GATEWAY VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT BOARD, ELKHORN, WISCONSIN

Members of the Wisconsin Advisory Council on Vocational Education, Mr. Lehrmann and members of your staff, Mr. Rejahl and others; we appreciate this opportunity for input into your deliberations and recommendations concerning vocational education. I am Philip Morrissy, Attorney-At-Law, and a member of the Gateway Vocational, Technical and Adult Education District Board for the past eight years. I speak for this board as the comments I will be presenting today were unanimously approved at our District Board meeting last Thursday. Gateway Technical Institute has been providing vocational, technical and adult education for the residents of southeastern Wisconsin since 1911. Since 1971, Gateway Vocational, Technical and Adult Education District has been serving the 350,000 plus residents of Kenosha, Racine and Walworth Counties. Our responsibility is "to establish, foster and maintain" quality vocational, technical and adult education for all the residents of the District, regardless of social or economic standing. There is a potent ingredient in our District - we call it "flexible power." Our District moves to meet needs. We have the "flexible power" to meet the needs of the individuals, the business, industry or the communities. In a report recently relased by the Wisconsin Board of Vocational, Technical and Adult Education entitled "Statistical Report on Vocational, Technical and Adult Education - 1974" it was reported that the Gateway District was among all Districts:

1 - Second in associate degree enrollments. (4,295)
2 - Third in total program enrollments. (6,341)
3 - Second in total adult program enrollments. (31,041)
4 - Fourth in the number of disadvantaged and handicapped students enrolled in special programs. (868)

Additionally, this report indicates that 16.4% of the adult population (age 18 or over) was enrolled in the post-secondary and adult programs of the District during the 1972-73 school year. We have evidence that this percentage increased in the 1973-74 school year and will again increase this year. Nearly one of every four residents of our District in the age category 18-24 years are enrolled in programs provided by Gateway. By any measure you may wish to consider, Gateway can provide evidence that federal dollars for vocational, technical and adult education have stimulated the use of matching state and local dollars to provide expanded quality educational programs for the residents of our District. But, we have concerns. We have concerns about the failure of federal vocational education monies increasing in proportion to the need for and demand for vocational education. We have concerns about the proliferation of federal legislation with vocational education components and a concurrent concern about the proliferation of federal agencies, offices and bureaus dealing with various aspects of vocational education as a result of this proliferation of federal legislation. We are concerned with the lack of visibility and impact of the Bureau of Occupational and Adult Education in the U.S. Office of Education. We are concerned with the categorization of federal dollars for vocational education - a problem compounded by the proliferation of federal legislation. And finally, we are concerned about the seemingly de-emphasis of post-secondary vocational, technical and adult education with the emphasis on career education and occupational education at the elementary and secondary level.

The Failure of Federal Vocational Education Monies to Grow with the Need For And Demand for Vocational Education. Last year in Wisconsin, federal vocational education monies accounted for only eight percent of the post-secondary and adult expenditures. For the Gateway District, the Vocational Education Amendments provided only five percent of our 1973-74 expenditures. Hard questions are asked when nineteen state and local dollars must be raised to obtain one federal dollar.

The Proliferation of Federal Legislation with Vocational Education Components. A recent "Catalog of Federal Education Assistance Programs" lists twenty or more public laws with vocational education components. These public laws and subsequent programs are administered in a wide variety of bureaus, offices and agencies in the Department of Health, Education and Welfare; Department of Labor and other departments. At the present time, Gateway obtains federal dollars through a variety of public laws, bureaus, office and agencies. Among these are the:

1 - Vocational Education Amendments of 1968
2 - Adult Education Act of 1966
3 - Education Professions Development Act
4 - Comprehensive Employment and Training Act
5 - Higher Education Act of 1965
6 - Public Health Service Act
7 - National Industrial Reserve Act

This proliferation of legislation, office and bureau involved, with the variety of rules, regulations, reports and requirements results in duplication, red tape and difficulty for an institution like Gateway to plan and conduct intelligent programs and activities. A concurrent problem is that institutions with expertise in writing federal projects have the inside track for federal dollars. These are not necessarily the institutions in need for federal dollars or the institutions providing quality service. More and more federal vocational education dollars are flowing into institutions with connections with program people in the various Washington, D.C., or federal regional offices.

The Lack of Visibility and Impact of the Bureau of Occupational and Adult Education in the U.S. Office of Education. The proliferation of federal legislation and the disbursement of vocational education monies throughout a variety of offices, bureaus and agencies at the same time that key administrative positions have been left vacant in the Bureau of Occupational and Adult Education has resulted in a lack of leadership, visibility and impact for vocational education. From this distance it appears that vocational education is becoming everybodies line in Washington but no ones responsibility and thus leadership and direction are lost.

Categorization of Federal Dollars for Vocational Education. Recent federal legislation, and the subsequent rules and regulations, has earmarked the vast majority of vocational education monies to serve specific populations or provide selected services. This categorization of funds has severely limited the use of federal vocational education monies at the local level. We think that the State of Wisconsin and the Vocational, Technical and Adult Education Districts within our state have the maturity, expertise and knowledge of local needs to intelligently use federal vocational dollars without the detail of categorization, guidelines, rules and regulations which are presently being promulgated from Washington, D.C., offices.

Allocation of Vocational Education Funds for Post-Secondary Education. May I emphasize that we have no quarrel with increased funding for career, occupational, vocational; call it what you may; for elementary and secondary education. This funding is long overdue and critically needed. However, increased funding at the elementary and secondary level should in no way detract from the funding at the post-secondary and adult levels. Indeed, as more elementary and secondary students are exposed to career and occupational education, as the nations recession deepends and unemployment rises, as equal employment opportunity becomes a reality, and the demand for job skills increase and change; the importance of quality vocational technical and adult education at the post-secondary and adult level should become a national, state and local priority of the highest nature.

Recommendations. The Board of Gateway Vocational Technical and Adult Education District would urge that the Wisconsin Advisory Council on Vocational Education in their contacts with the National Advisory Council on Vocational Education, their counterparts in other states, congressmen and senators, and representatives in the state and federal government consider the following recommendations:

1. That the federal dollars authorized and appropriated for vocational education equal not less than ten percent of the costs of providing vocational education programs and services at all levels - elementary, secondary, post-secondary and adult.

2. That legislation be enacted that would place all federal collars for vocational education within the Bureau of Occupational and Adult Education and further that this Bureau be adequately staffed with administrators and program personnel to provide the leadership and visibility to the important mission of vocational, technical and adult education.

3. That existing legislation and new legislation have less categorization of funds for specific activities and that lump sum grants be given to the appropriate state agencies with the mission of providing vocational, technical and adult education within that state. The states, being closer to and more cognizant of the vocational, technical and adult education needs of its people, businesses and industry would then allocate these monies, via the project proposal method, to the local educational agencies to provide the needed vocational education services. May I close with this quote by Mr. Eugene Lehrmann, State Director for Vocational, Technical and Adult Education at the Federal oversight hearing held in Fond du Lac last July: "The need for a quality labor force in the country is a national concern. It is essential to the economy and the self-worth of the individual. Only Congress can assure that it remains a national priority and that neither the type of services nor the nature or the delivery system deteriorates into a diffused legislative - bureaucratic morass... I urge you to consolidate within vocational - occupational education to sharpen its focus." This is the message we at Gateway have for you. We trust you will consider our concerns and recommendations in your deliberations and should you agree, energetically carry these concerns forward so that they may have an impact for all citizens as the needs are manifested. Again, may I express the appreciation of the Gateway Vocational, Technical and Adult Education District Board for this opportunity to express our concerns and share our recommendations.

DONALD ANDERSON, LOCAL VOCATIONAL EDUCATION COORDINATOR, BADGER HIGH SCHOOL, LAKE GENEVA, WISCONSIN.

The Vocational Education Act and its amendments have had an extensive, positive effect on our school system in Lake Geneva. Funds received have been used in an attempt to develop a comprehensive program of studies for all students regardless of their ability levels. Direct benefits to our students have resulted by the association of our school staff with State consultants employed to implement and supervise the vocational curriculum areas. Since my involvement as an LVEC to serve local needs, I have nothing but praise for the State Department of Public Instruction staff and their service to our school. It is my personal observation, and that of my district, that the funds of the VEA and its amendments, have been put to their intended use in an efficient fashion with the minimum of administrative costs. The intended use, as we see it, is helping high school youth find areas in which they can succeed and receive occupational training in their chosen areas sufficient for entry-level employment or preparation for further training beyond high school. Direct improvements that have resulted at our school from VEA funds have been sequence courses and capstone courses in the following areas: 1) Automotive-power Service, 2) Metal Processes, 3) Vocational Electronics, 4) Industrial Drafting, 5) Vocational Woodworking, 6) Office Education, 7) Accounting, 8) Food Service, 9) Agriculture, and 10) Consumer Education. Staff improvement, up-to-date equipment and more in-depth training are some of the visible improvements in both the sequence and capstone courses. Instructors have been employed on an extended contract in order to upgrade their programs and develop more up-to-date teaching methods. Cooperative education has been used successfully in some of the areas and is considered by our school to be the most effective method of preparing young people for employment. Follow-up studies of our capstone graduates have indicated a high percentage entering their fields of preparation, entering further training or entering related work areas. Another area that has had an extensive influence on improving our program of studies at Badger is the academic-vocational adjustment program, which was funded and developed under the VEA and the 68 amendments. We soon discovered that many students in our school could not function and achieve in our newly developed capstone courses any better than they were achieving in the required academic curriculum. Not only do students with learning disabilities need specialized vocational programs, but they also need the right kind of academic courses geared to their abilities and interest levels. The AVAP program is an attempt to capitalize on a vocational interest area by combining the academic and vocational curriculums and aiming the instruction to the ability level of the students. Supervised work experience is a part of the program to aid the student in bridging the gap from school to work. While students were identified for this program, every effort was made to keep them in the mainstream of our school. They were grouped for special help, but could also fit in with other students in many areas of the school program. Job placement was a main objective of the program. Some of the students left school before graduation, but almost all of the students who left, were employed. Options were left open to these students to seek night school or adult high school programs through Gateway Technical Institute. Recommendations for further development and additional areas of funding are the following:

A. A greater emphasis should be on job placement for each student. As much effort and concern should be expended on helping students obtain suitable employment as there is on helping students enter a 4-year training program beyond high school.

B. Updating of guidance and counseling programs is necessary, and perhaps more funding in this area to insure greater exposure of all students to the career education clusters. Vocational programs can be funded and developed, but until students are properly informed and exposed to these areas, their benefits are not realized.

C. Continued funding of regular capstone vocational programs should be considered. Increased demands on the same amount of money and inflationary prices make it difficult to maintain these highly beneficial programs. This level of program reaches the largest numbers of students and should be maintained and expanded.

D. Categorical state or federal aid that would give direct aid to those districts who offered the more costly vocational education courses would be very helpful.

E. Guidelines and funding for work experience programs should be considered. Many school districts are operating work experience programs, and there seem to be no guidelines to insure proper standards and student well being. This may require a state consultant to assume these duties and some regulations regarding supervision by the school.

I would like to thank the Advisory Committee for this opportunity to express my views. In closing I would like to reemphasize the great importance of offering more and better vocational education in our State at the secondary level. Well over half of each graduating class will be employed in 6 months or less after leaving our high school. This includes those who start further schooling and do not remain and those who enter the world of work directly from high school. Whatever we can do to help these people become better employees will certainly benefit everyone.

Question: I understand your point about work experience guidelines. What's deficient about them?

Answer: Well, I think there have been standards set up for cooperative education which is part of the Capstone program where students are allowed to work part of the day. There are quite a few standards that must be met, however, there are other programs where students are placed in jobs. Work experience, I guess, is a general term that people put on students out in an employment situation. There is no supervision, no guidelines at all. They're released from school, they go to work, and that's the end of it. And they receive credit for this.

Q: You mean, in some respects, some of these classes wouldn't even be related to the subjects that they're supposedly taking in school such as, say, pumping gas or dish washing? What would you think of that type of work study program?

A: There may be a purpose for this if the student is receiving the experience of holding a job. But if they're just released to work in any job without any supervision from the school, I think it could lead to disastrous results.

Q: Do you think it's more or less a boondoggle, is that what you're suggesting?

A: I'm suggesting, I guess so, yes. I'm not sure of the definition of the term but it's a good way to rid of the students, right.

Q: Do you think maybe that is because, after Sputnik, we went off in that direction of the college prep school and now we have to be careful that we don't have secondary schools being nothing but a job training center?

A: Yes, certainly I wouldn't agree with either one of the theories, I mean it has to have a balance. But for many kids, as I mentioned, the problem is not job training; the problem is the courses that everybody is required to take. Everybody is put through the same funnel you might say and then coming out with different results. Thank you.

SUSAN NICKS, TEACHER, BUSINESS EDUCATION COOP PROGRAM, DELEVAN-DARIEN HIGH SCHOOL, DELEVAN, WISCONSIN

I come to you today as a secondary school vocational educator interested in the future lives and careers of the young people of our state. I have seen some wonderful things happen to young people enrolled in vocational education cooperative programs at the high school level and want to urge you to vote for the continuance of funds for these programs. Statistics reveal that by 1980, 101 million Americans are expected to be in the national labor force, 1/6 more than the 86 million in 1970. At present, 80 percent of our youth do not graduate from college and the unemployment rate among secondary school graduates, with or without college, is more than three times as high as that of vocational education graduates. We must help 26 million youngsters work their way to gainful employment through the challenging years ahead. It is our responsibility at the secondary school level to train students for the jobs of today and tomorrow. Statistics also show that of every ten youngsters now in grade school, three will not finish high school, and seven will earn a high school diploma. Of the seven that graduate, three will go to work, some as wives and mothers; four will continue their education. Only two students of the ten or just 20percent of our young people will actually finish a four-year college or university program. What about that 80 percent that does not graduate from college? Those are the students that we must reach with vocational education programs at the secondary level. More programs for the educable mentally retarded must be developed to strengthen their chance for employment and guide them into jobs in which they can find success. If students can find something that makes all of their educational classes have value, they are more apt to stay in school, find an interesting career through vocational education programs, become knowledgeable about vocations, become employable, and have meaningful and productive lives. This is where the beauty of the vocational programs begins. Students can relate their lives and their vocations to the areas which they are studying. They find meaning in education where there may not have been any before. They see the value of a high school diploma and vocational training. Of the thirty-four students that I have placed in office positions in our community through our Vocational Office Education Program, only one student is presently pursuing further education which is non-related to the office education area. Three students have enrolled in related courses at the post-secondary level. Thirty of the thirty-four students have office positions. Their training was vital to their success because they chose not to continue their education. Without vocational training at the high school level, they would have had to accept unskilled labor jobs or be forced to get vocational training at a post-secondary institution. Virtually no unemployment exists with this group. Why are the vocationally-prepared succeeding in their chosen fields? Because time and money was spent to have this special program. While the student is gaining job skills and attitudes on an actual job in the community, a related class is provided for refinement of skills, discussions about careers, personality, and other important areas for job success. The preparatory class, career guidance, job selection and placement, the related class, continual visitation by a qualified vocational coordinator, the counseling of the students, and a close working relationship with the employer leads to a competent student with the capacity to excel and grow when he or she enters the work force full time. Vocational programs are important to the exceptional, normal, and handicapped or mentally retarded student. The last group has special needs and must receive special vocational training. Vocational education, of course, is more costly to citizens of the United States than non-vocational classes. Vocational classes help train young people to gain necessary skills for success in the world of work. Vocational classes have a definite need for modern quipment and laboratory facilities--items that an economics or English class may not need. It would seem that more federal and state assistance should be channeled toward programs that are more costly. The amount of necessary equipment for vocational classes is much greater than any other department of the secondary school. Each school district could not possibly provide all of the necessary equipment, materials, and lab facilities that are essential to the vocational programs without assistance from outside of the district. Assistance is needed before the school year begins so that we can plan our programs each year. At the present time, school districts do not really know if vocational programs are funded at the beginning of the school year. This creates problems in ordering materials and equipment that is needed for this school year. Schools should be funded before the beginning of the school year. The costs of our vocational education programs is great, but so are the rewards for our youth and our society. The continuance of vocational education funding is vital to the education of today's and tomorrow's youth.

LEROY WOOLEY, UAW, RACINE, WISCONSIN

I'm Leroy Wooley from the UAW. I also wear other hats being on the city council of Racine. I don't want to be overly critical of the vocational system because I have my certificate from the old Racine vocational school. So if I'm critical, you can understand I also run across Gene Lehrmann and others here and Len Grimmer and I serve on the State Apprenticeship Advisory Council. So, if I get too critical, you understand where I'm coming from. First of all, I'd like to say that my involvement with the vocational school started in 1947 when I came out of the army. I didn't want to go to college, I had a GI bill like the young student from Fennimore stated, I didn't have a wife but I got my $75 a month and I worked so I could afford to go. Vocational education certainly has played an important part in my life and in the community. However, I think I would be remiss if I didn't offer some suggestions. I didn't prepare a long disseration but I just wanted to come and listen and sometimes you learn a lot by listening to others. Number one, when I went to vocational school in 1947 and I was in World War II, we weren't so sophisticated. I went there and it had the kids, so called bad kids, dropouts, the kickouts, walkouts, whatever, we had 'em and it didn't harm me any. I think maybe we getting so sophisticated, and I heard one speaker say, no offense to this speaker, that we're trying to build our image. I think you ought to be interested in building youngsters because they're going to be our future leaders. It didn't hurt me, those kids that were suppose to have been the bad kids that went to the alternate school, that's the school in Racine that has all the so called bad kids. Well, just to give you a little story on that, one of those bad kids, one of the first that went to this academy made $42,000 last year. How he did it, he worked at American Motors full time and he worked for outside construction full time. He ended up paying $24,000 in taxes so he said I better work one job. It isn't too bad to rub elbows with those kind of kids and I'm not doing too badly myself. I made $20,000 last year and I've served an apprenticeship, I'm a tool and dye maker at Racine Steel, and

WOOLEY

I've been making pretty good dough for the last 21 years. So it's not too bad, perhaps, to get back to that. I bring that up because in Racine, recently, we had a bad situation, probably you read about it. It was a little worse than what the papers really had to sell some papers, you thought we had a regular civil war going but it wasn't that bad. I was out at Horlick High School and I'm sorry that we don't have anyone from Horlick, all respect to the young fellow from Case that Al Pitts brought down. Horlick is in the district I represent. They draw from the district that I represent on the fringe of each district on the north side of Racine. But here are these children, wonder as I rub elbows with politicians, and bureaucrats, what's gonna happen to those youngsters? It kind of disturbs me. You put those youngsters out there and, let's face it, a lot of those youngsters were doing dope and you put them out there, they've got to have something to do. I was unpopular that day; I didn't think those kids should have been put out on the street. I guess I took the opposite position because I figured we had them contained. Keep them in the building, you put them on the street to start knocking out windshields and tearing up somebody's home, which kids will do, start a russle; some nut will get out there and shoot one of those kids. Those kids, some of them were a little vicious also. They had the chains. I saw chains and we took a few chains. But those are the problems I think that the educators of America, the adults of America and Racine and the State of Wisconsin, have to address ourselves to before we get so sophisticated. I got to, you know, I won't be able to sleep many nights because my youngsters, I have youngsters, I have three or four. I know friends and relatives that have youngsters, those are somebody's children that we're talking about, putting them out there. They have to have some money, and they're going to have to do something. They can't get jobs, we're going to cut them off. Now it may be you or I getting knocked in the head. That kind of disturbs me. I think we ought to look at that. So that's one of the things I'd like to throw out, what are we going to do with those kids? They deserve some type of education. The public schools are throwing them out, where do they go? In the old days, like I say, sorry I'm antique, I came along 27 years ago, but we took them, and again I express that a lot of us are doing all right that went to school with these so called bad kids. Number two, I think we're at the stage now, no worse than Spudnick and we mentioned that we're a little smarter, this generations' a little smarter than we were; we weren't so dumb because we produced the people that sent the thing to the moon. But I think we ought to have in our vocational schools more counselors, I don't think we have enough and I don't think a lot of them are qualified to handle today's youth because they're pretty sharp. I think we ought to have clinical psychologists. I would like to say they could sit down and go through the kids head a little bit because this is important. I don't think a counselor can do that; I think you have to have a little more expertise. They have it in the public schools, they don't have enought, but they should have them in the vocational schools. Number three, I'd like to say that, in essence, it hinges on the first thing, that I think that a kid, if he's got some kind of talent whether he's a dropout or kickout, if he's fourteen years old, heck, he can enroll in Harvard if he's smart enough. I read many times that these little brilliant kids go to Harvard or some of these famous schools. I think that no matter what age you are, let them go to the vocational school because what are they going to do between the ages of 16 and 18, they can't get a job anywhere, they're floating around in limbo. It's a question of money, and I know this may be an unpopular thing to say, maybe, we ought to get rid of the two boards and have one board and we won't have a money problem. Always talking about consolidation and regionalism, maybe this is one way of doing it. So the point is that we got to gear ourselves to youth. While I'm on youth, I'm glad to see that we had two here today. We need many more. I'm going to have to criticize this Council for holding a hearing in Lake Geneva, Wisconsin. This hearing should be down at Gateway Tech in Racine or at Kenosha or in Walworth County. You know we're talking about vocational education, we're not talking about the good times. We can go there after hours, that's why I think the hearing should be where the ones are involved like the youth. Now we have other high schools in this part of the State that could be involved. I like to hear from those youth. I learn from them. It keeps me a little young, I learn how to do the walk sometime from them, if you know what I mean. But I think we ought to have it where the action is, and the action is not out here in Lake Geneva. I think the hearings ought to be held in the afternoon like 1:00 p.m. and again at night at 7:00 p.m. to get more exposure. I think there ought to be more advertisement. You know I've get the letter because I represent the UAW on the vocational thing and the apprenticeship thing and I get the letter and I see all administrators. I didn't see anything in our various newspapers, I doubt if there's a bulletin on the board down at the vocational school. I don't get down there very often, even though I'm serving on the machinery advisory committee. When Fred Wentorf sends me a letter saying, "shall we get more machinery?", you better believe we're getting more. I just sign the paper and send it back. So I'd like to play more of an active part and I think we all ought to play a more active part. It has been mentioned by our speakers previously that, in our curriculum, so many times the job demands things not relevant to what the kid has learned in school. I think there ought to be some adjustment there. Refinement, take some things out. I know you can't do anything about it, again, I'll back Len Grimmer's stand that our four year, 8,000 hour for most apprenticeable trades is too long. These kids can learn, I won't cut it down to two and a half years, Grimmer, but maybe knock that thing down a little bit. They can learn it fast, I think, in most trades. In most trades I would say that. So with that Mr. Chairman and our guests, I appreciate appearing before you and I hope none of you go away mad. Thank you.

Question: Mr. Wooley, as an example of what sound vocational education can do to put someone on good financial footing and also being on the Apprenticeship Advisory Council, I'd like to particularly hear if you have any further advice, except for the suggestion of cutting down the times, how else can the vocational system help to get some of these apprentices out making some of this money in a shorter time? Mr. Grimmer mentioned that he could use 30.

Answer: Specifically, they have a grant from the Department of Labor. We would like to keep that grant. We have a quota in Racine that we have to get placed 40 minority disadvantaged apprentices each year. Our director now is in New York to firm up that grant. I would suggest that there be more concentration on the area. You know, if you're looking for a black football player, you go to Granbling or Tennessee State. If you're looking for a white football player, you go to Notre Dame or Oklahoma or somewhere, you wouldn't go way up to Sippery Rock. So what I'm saying is that you utilize the resources of the minority community because I think that's where we lack a lot there. We don't concentrate in minority communities. You utilize organizations like the Urban League and your various labor organizations or even the churches or the various civic clubs to go advertise for various apprentices and let them know. You do a little advertising. It may not be that refined or sophisticated, but sometime you have to use some unorthodox methods to fill your quota.

WOOLEY

Q: Do I understand you to suggest that the vocational board ought to establish outreach centers in those urban communities where they have large minority populations?

A: Definitely. We have a learning center up on State Street in Racine. But I know that, for instance, instead of building more modern brick, we have a lot of unutilized industrial buildings that are going out of business, and they're in the central areas of the cities. I think the vocational board could look at that for training headquarters. In Racine we have some 35 minority owned managed taverns. They have a little association. We could make contact with those and they meet regularly and out of that you could draw applicants. There should be a list. There should be a surplus list, there shouldn't be a problem of not finding it. They should be standing in line. Thank you.

CATHY STANFLY, STUDENT, BLACKHAWK TECHNICAL INSTITUTE, BELOIT, WISCONSIN

Mr. Chairman, Advisory Council, and other interested persons. I'd like to thank you today for the opportunity to speak on the promotion of vocational schools. Facts and figures have been presented today and so I'd like to relate to you my feelings and the feelings of many of my fellow students. I'm a member of the Student Senate at Blackhawk Tech which is in Beloit and I'm in my second year, working for my associate degree in accounting. I'm also the treasurer of the Student Senate. To give you some of my background, I worked on the labor market for two and a half years; I was a clerk teller for a year and also a clerk steno. I realized that if I wanted to attain the goals that I had set for myself, I'd have to obtain a skill or further my education. For myself and for many other students in my situation, a four-year college was strictly out of the question financially, and facing this fac and the fact that I had a definite objective, an occupational objective, the vocational school was my answer. It was financially within my means and after checking into the courses that it offered and comparing it to the courses offered at other schools, I realized that it had gained favorable recognition, was thorough and was relevant. Also, one of the problems I faced was enrollment. Deciding to go to school in the middle of the summer, I faced the fact that many colleges require registration far in advance and this was time that I did not have. Then, there was the fact that the vocational school meant that I wouldn't have had to move or get into a dorm or anything like that. These are some of the reasons that I chose to go to vocational school and I know they are also the reasons that many others have decided to. One thing that I'd like to see is more State and federal recognition, both financially and as far as public relations. Many of the people in society are still under the misconception that vocational schools are strictly for the disadvantaged and for the handicapped. This idea is very outdated and is detrimental to them as far as attracting other students. Realizing that technology has an immediate impact and that the responsibility of vocational education is in the hands of society, there should be no question that promotion and utilization of the vocational institutes should be promoted. Are there any questions? Thank you.

JOHN PRYOR, STUDENT, BLACKHAWK TECHNICAL INSTITUTE, JANESVILLE, WISCONSIN

Mr. Chairman, Advisory Council, and interested individuals. I'll introduce myself as John Pryor. I'm married, have three children, and I'm 35. I'm under a training program to the Veteran's Administration for the disabled, also started through the DVR. I attended Waukesha Vocational-Technical Institute back in 1967 for a drafting course of one year. Now I'm attending the Blackhawk Vocational

Institute at Janesville. I'm in the marketing program, Industrial Marketing and Marketing Management, a two year, associate degree program. I'm also a regional VP for Distributive Education Clubs of America which is considered DECA and through this, I have learned a lot of things as far as being a leader and being able to do something with myself, even being handicapped. I'm thankful for being here for one reason to really hear the pros and cons of people and ideas, why people are somewhat against the vocational school. I feel that it's done me a great justice in many areas and I feel that it's going to get me a job that I'll be able to get out where I couldn't have been able to do before because I couldn't have gone to college. The veterans have interviewed me and told me that this would be the best route to go. So I hope that we can keep this program going and having everybody involved. Thank you.

TOM BISHOP, COUNSELOR, GATEWAY TECHNICAL INSTITUTE, RACINE CAMPUS, RACINE, WISCONSIN

I'm Tom Bishop, I'm a special recruiter counselor for minorities and disadvantaged for Gateway Technical Institute. In our outreach activities last year, 1973, we had over 2,000 classes going on in the three counties. We had 38,000 enrollment, this is in the community service outreach program. We had 125 different locations in the three counties to serve these individuals. The special programs that we have at Gateway are aimed at recruiting minorities, the black communities, the Spanish-speaking community, and immigrants. We also have the women's bureau. We have adult basic education. We have one of the few work evaluation centers in Southeastern Wisconsin, particularly in the three counties Racine, Kenosha, and Walworth County. We have adult learning centers where you can walk in off of the street. We also have pre-vocational training where we take these individuals from the adult learning centers into industry to show them what type jobs that they may be interested in. We also show films to these groups of individuals. We also have the Veteran's Program. We also aid the disadvantaged with financial aid to aid and assist them in their training. We also work very closely with correctional institutions and also the juvenile courts, with the Union Grove Prison Farm, Fox Lake, and the county jail and the juvenile courts in Racine. We have been very successful in this area, working with some of these individuals whom some of the speakers have been talking about. We work very close with DVR and all of the social agents and agencies who are working primarily with disadvantaged. I would say that at Gateway Technical Institute, I personally think that we are doing more probably than any other district in the State to reach minorities and disadvantaged individuals. But we cannot continue this unless we are allocated more funds because these programs are very expensive and without these funds we can't. Are there any questions?

Question: Mr. Bishop, I think I have a question. I think I see a problem and you can explain whether or not it's valid. It seems to me that even though tuition is free, speaking particularly of the kind of people your particular job is concerned with, I think in terms of a woman who may have no husband, two or three children, yet has a desire to get herself off of welfare and get a degree in something and earn her way. Now assuming the fact that the tuition is free, there's going to have to be some money coming in somewhere because she's decided not to rely on public welfare. She wants to go make something. What do you offer in addition to free tuition, what way is she able to maintain herself for two years while she gets an associate degree? What, if anything, do you offer and what do you need to have? That may not necessarily apply to that particular example but a whole area of people who are in this particular situation that you may be concerned with.

Answer: In the first place, any woman who has three kids and wants to get an education, 9 chances out of 10, she's on aid from the Department of Public Welfare, aid to dependent children. She can also apply for financial aid to Gateway Technical Institute which are Federal funds. She can also apply for financial aid with the State with the Wisconsin Higher Education Program which is called TIP, Talent Incentive Program.

Q: I'm asking you to speak, I'm trying to get some sense of these financial aids?

A: If she has to apply for these and she can't get them, it has nothing to do with her check from welfare. If she wants to go to school, I think she can make it if she watches her pennies with this much money coming in. If she has three kids and she's getting $350 a month from welfare, and if she goes to Gateway Technical Institute, she can get money. I can't say how much, because it's based primarily on a need.

Q: Is it your suggestion that they are supplemental? I don't think welfare pays people to go to school, that's what I'm telling you.

A: No, welfare won't pay...

Q: ...but, this lady wants to get off and work. She doesn't want to continue to do this. Speaking of this tell us about the financial aids. Are they sufficient to enable this person to work herself up the job ladder?

A: Yes, if she watches her pennies, she can't go and drive an expensive car and wear knit slacksuits and things, but if she wants to go to school and she watches her pennies with the money she's getting from the social service and the financial aid she's getting through the federal government and the State, I think she can. She won't have any problem at all. We do have a lot of women who are doing this, who are now at Gateway in one year diploma programs and two-year associate degree programs. We have many who are doing this. So it's no problem. The problem lies with these women no following through.

Q: How do you mean?

A. Well, they won't go and fill out all the financial aid forms. When you're asking for money, this requires a certain amount of your time and energy. I personally have found out that this is one of the biggest problems with some of these disadvantaged, they don't follow through.

Q: Your suggestion is that there is no failing on the part of the vocational system; it would happen to lie with the individual who doesn't utilize what's available. Is that totally so?

A: Right. We have an open-door policy at Gateway and someone may say there's discrimination there, but being black born and reared in the South, I look for these things and I haven't found this since I've been at Gateway. I think the administrative staff at Gateway has leaned over backwards to help some of these people and I can cite many specific cases where we have done this. But I think a problem, you're talking about the high school students, I think the problem is that there are lots of these students we can't take at Gateway. They can't read and they can't write. If you're going to weld or you're going to work in a machine shop, you have to know, you have to be able to count. You have to be able to read. This is the problem with a lot of these kids that are being kicked out.

Q: Alright, so he's out and, of course, he's a drag on the market, on the society. What's your suggestion as to what can happen vocationally to equip him, given his shortcomings which may or may not have been his fault?

A: You're really asking me for my suggestion on this? My suggestion on this would be that State laws and federal laws be changed and any time a kid under 18 years old is picked up or kicked out of school, his parents should be put in jail or incarcerated.

Q: I don't think we can do that, vocationally speaking.

A: Well, attorney Harris, that is the only way you are going to stop the problem because emotional disturbment is not hereditary, it's environmental. And these kids' parents have problems and that's why they have problems, and that's the only way you're going to alleviate these problems. Thank you.

ANDY STENKLYFT, ASSISTANT TO THE DIRECTOR, BUREAU FOR CAREER AND MANPOWER DEVELOPMENT, WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION, MADISON, WISCONSIN

Part B, Regular. How the Money's Spent. The majority of VEA monies assigned to the Department of Public Instruction in Part B is used to encourage development and improvement of capstone courses. The capstone concept denotes intensive vocational training at the twelfth grade level. Each capstone course should "cap-off" the individual skills and attitudes learned in the previous sequence of exploratory and skill-building courses. After graduation from the capstone course and high school, the student may enter post-secondary schools for advanced vocational-technical training or enter directly into the world of work. In school year 1973-74, 26 percent of the twelfth grade students in public schools were enrolled in 1,200 Federally funded capstone courses. Of these 19,423 seniors, 18,669 successfully completed the course and graduated from high school--a 96 percent completion rate. In additional to these capstone students, 93,382 were enrolled in sequence courses. The follow-up of capstone graduates four months after graduation found 72 percent of those available for employment were working full time in their area of preparation or a related area. The unemployment rate was only five percent of those seeking work. Capstone courses are provided in the disciplines of agriculture, business and office, industrial education, health, marketing and distributive education, and wage-earning home economics as well as the many different education programs provided for students with special needs. The statewide program utilizing the 25 percent set-aside monies was presented at the first hearing, so I will concentrate on the regular Part B program. The structure for prerequisites in each discipline's capstone program varies as well as the amount of time spent in class. The basic method of instruction though is common to all. Teachers may utilize a working atmosphere in a simulated laboratory or actual on-the-job training in a course using the cooperative method. In a simulated classroom, the students spend an average of one-third of their class day in vocational training at the senior level. Students in a cooperative method class normally spend one hour in a related class and three hours at a place of employment related to their written career objective. In addition to vocational education, Part B monies are used to develop supportive activities. One hundred sixty-one Local Vocational Education Coordinators (LVEC's) are employed by schools in Wisconsin. Nearly $850,000 is used to support these positions through partial reimbursement of LVEC salary, secretarial salary, travel, and conference expenses. The average reimbursement rate is 44 percent. Much of the success in program improvements can be attributed to the LVEC's. They performed many important leadership functions in local program development, refinement, and coordination. By bringing personnel and activities within the school and within the community into a harmonious working relationship, the LVEC's assist many students and teachers. Vocational guidance and counseling is supported on a project basis to encourage: an organized, structured exploration of interest and abilities related to the real world of work, an organized approach to planning and implementing educational programs to meet career objectives, placement in either post-secondary education or immediate employment, follow-up studies of all students to measure their successes in pursuing educational programs or occupations for which they prepare. Federal funds in Part B were used in 1974 to improve 130 guidance and counseling programs serving 265,347 students in grades 9-12. State leadership and consultant services are provided within the Bureau for Career and Manpower Development at the Department of Public Instruction. These positions are supported almost entirely with Federal VEA money. The fourteen and one-half professional positions include state advisors and/or executive secretaries for all five state affiliated vocational student organizations. Statewide in-service is provided through Part B money by supporting a variety of state and local workshops for vocational educators. To assist and encourage schools to share vocational programs which they cannot develop on their own, 30 percent of all transportation costs is reimbursed to transport students to neighboring school district capstone courses. In summary, Part B money is the foundation of vocational education at the secondary level. Vocational opportunities for the students in Wisconsin high schools has expanded in an unbelievably close and direct relationship to the amount of reimbursement available to local schools. It is our goal to be able to extend these opportunities to the remaining 54 percent of Wisconsin's high school students who need vocational education.

Part F, Consumer and Homemaking. How the Money's Spent. Funds allotted to states for purposes of Part F of the 1968 Amendments to the Vocational Education Act were so allocated to assure quality in consumer and homemaking education programs. In Wisconsin, the public secondary school share of the Part F funds are used to meet two basic objectives--as specified by guidelines: 1) To support efforts to make consumer education an integral part of the total home economics program and/or 2) To provide ancillary services to home economics departments to ensure quality in consumer and homemaking programs. Historically, consumer education was always an integral part of the comprehensive home economics program. However, the requirements of the new legislation specifically mandated that consumer education be expanded in scope and given greater visibility. Therefore, in Wisconsin, these funds have been used to plan projects on an interdisiplinary basis. The projects include the development of consumer education curriculum materials for courses designed to be taught by a team of teachers representing selected disciplines; i.e., business education, home economics, and social studies. The team efforts have been coordinated by home economics teachers and consultants. The home economists, because of their family orientation, have the potential to synthesize the concepts from other disciplines to the advantage of the family as an economic unit. The planning of projects has been based upon characteristics and needs of all learners. Local advisory committees, appointed by school district administrators, contributed to the development of the consumer education programs for their respective communities. During the 1974 fiscal year, 23 local districts renewed their projects and 20 districts initiated new projects. These projects utilized an interdisciplinary approach to make consumer education an integral part of the home economics program. At the State level, a two-day interdisciplinary consumer education workshop was funded in cooperation with the VTAE Board where 60 secondary teachers could participate. A consumer education guide was published. This publication was an example of the way in which teachers, consultants, and advisory committee members worked together in one community in the State of Wisconsin. The second objective is related to the improvement of the quality of the total consumer and homemaking program. In meeting this objective, there are both challenges and opportunities to re-evaluate present programs to be sure they are really making differences in the lives of youth who enroll. Major emphasis in funding was for in-service help for teachers and for development of new or revised curriculum and instructional materials. Ancillary services such as these plus research, program evaluation, demonstration and experimental programs, provisions for audio-visual equipment and resources are supported under the provisions of the legislation. During 1974, six local districts renewed projects while ten new districts began projects in an effort to improve the quality of their total consumer and homemaking programs. In cooperation with the three public universities offering a home economics education program, the Department of Public Instruction co-sponsored a variety of teacher workshops. These workshops were planned for the purpose of reaching more schools than were presently being funded through VEA monies. Generally, 20 to 25 teachers were enrolled in each one-week workshop. Workshop topics included: 1. Integrating career education concepts into home economics, 2. Adapting home economics curriculum to meet the needs of the Native American student, 3. Meeting the needs of special learners in home economics (two workshops), and 4. Strengthening child development courses by utilizing a field experience or in-school child development laboratory (two workshops). Other State level projects funded with Part F monies included: 1. Publication of a facility planning guide, 2. Development of an annotated bibliography of resource materials for special learners in home economics, 3. A pilot newsletter which focused on family and child development concepts, 4. A research project to identify the in-service needs of teachers, and 5. A pilot evaluation project which will provide a basis for future project evaluations. Further considerations for utilizing consumer and homemaking funds include:

- an examination of home economics curricula in schools in suburban and affluent communities as well as those in depressed areas to make sure that objectives and learning experiences are relevant to the lives of the students.
- additional efforts to provide opportunities for students to find out about the wide range of occupational and career possibilities available in home economics and to encourage those with appropriate interests and aptitudes to plan a career in the field.
- experimentation with differently organized programs and trying new approaches and ways of reaching different groups of people. This may result in reaching more boys and girls.
- evaluation and development of home economics programs that prepare youth to assume the "dual role" of managing home and family responsibilities and a job outside the home.

The fourth identified concern is directly related to the study of management principles, application of nutrition principles in providing food for physical well-being of individuals of different ages; maintaining satisfying human relations; and understandings and competencies in child development concepts for effective parenthood. Consumer and homemaking - Part F - is important to the continued effort of total vocational education funding. Although the major emphasis of the original Act was to develop programs that would provide students with a salable skill, the Vocational Education Amendments of 1968 provided for consumer and homemaking funding. This funding has the potential of helping all vocational students to maximize the satisfaction derived from the effective use of their income and other personal resources. It provides for the teaching of concepts to increase the satisfaction derived from the consumer and homemaking role while building salable skills for the producer role in a chosen occupation. Further, the occupational pursuit of male or female in a long- or short-term homemaker role should not be discouraged. Governor Patrick J. Lucey said in remarks for the Governor's Commission on the Status of Women, "For some, the role and responsibilities of being a homemaker are as fulfilling a job as any person could ask."[1] In summary, Part F, Consumer and Homemaking Education, is one resource, along with a number of other parts of the 1968 Amendments, that can be used to help develop vocational education programs which more adequately serve the needs of all youth. No matter what the occupation, however, the man or woman who is well-prepared to assume homemaking and family responsibilities will be more employable and will be better prepared for the dual role of homemaker and wage earner.

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[1] The Post Crescent, Appleton, Wisconsin, Friday, September 20, 1974.

DOYLE BEYL, DIRECTOR, BUREAU OF RESEARCH, PROFESSIONAL AND STUDENT DEVELOPMENT, WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION, MADISON, WISCONSIN

Members of the State Advisory Council: I am happy to present testimony on Parts H & I of the 1968 Vocational Education Act. Part H of the Act, work-study, has been restricted and the finances have been at a low level. The 15-21 year old age restriction is discrimatory toward the person over 21 years of age who wishes to utilize vocational-technical education. The monthly stipend of $45.00 to $60.00 and the $350.00 to $500.00 annual limitations unduly restrict the programs' effectiveness. The over 21 year old being ineligible for work-study is not conducive to our student body whose average age was 26 years in Fiscal Year 1974 for all programs. These factors, age and low limits on both monthly and annual earnings make the program difficult to administer and inadequate to meet the student's financial need. Overall funding should be increased to provide Wisconsin with a minimum of $1,000,000.00 per year. In Fiscal Year 1973, Wisconsin received $113,398 in federal funds for this program. I support fully the proposed changes of 15 hours per week maximum and the recommended annual compensation not to exceed $1,200.00. This would allow a student to pursue an education through the work-study route on a year round basis. A need factor should be included and this aid should be awarded on the basis of financial need. The local institution should maintain their present efforts. In Fiscal Year 1973, this amounted to 24% of the work-study funds. In addition to work-study, I would like to comment on:

1. Residential school enrollee grants. These would allow grants including board, room and other necessities for "youth" who are in attendance at residential schools. The proposal restricts this to 15 to 21 year olds. The upper age should

be dropped, otherwise it too will discriminate against the older student.

2. Stipends. If funded, this could be of benefit. Stipends of up to $85.00 per week, in addition to work-study would be a boom to married students. I believe that stipends should be more specifically tied to financial aid. The proposed legislation leaves the definition open.

I have also been asked to testify regarding Part I. Curriculum development funds have been indirect. Part I funds, which support the National Network for Curriculum Coordination in Vocational-Technical Education, have provided for travel, room and meals to attend the meetings of the consortia of states in the Midwest. Also by making requests to the Curriculum Management Center for materials or searches for materials, we have received copies for our own resource center or for review purposes. Materials such as curriculum guides, bibliographies and instructional materials have been received through the Curriculum Network. These are the outcomes of grants and projects funded with Part I monies. The impact to Wisconsin has been as a consumer of products and services paid for from federal monies and not as a direct recipient of the funds. The Curriculum Network is funded through the end of 1974. After 1974, one of the seven centers is to be eliminated and the remaining six will be reorganized to provide service to all the units. The emphasis of the network over the past 9 or 10 months has been to provide regional services, which in the original proposals was a minor part. This regionalization has pulled state efforts together and sharing of materials is at its highest point ever in the history of vocational-technical education. This should be continued and expanded in the future. The centers should not be identified with the name of the state such as Illinois, but with a regional title. The leadership should be from the representatives of the consortia states and not from the state in which it is located. The center should stay in one location as long as it is carrying out the duties assigned by the consortia rather than be moved from one state to another just to pacify persons who did not receive original funding. A part of the Part I monies which are held for the commissioner's discretion should be used to support the regional efforts of the network and also support development efforts which will have impact on more than one state or local educational agency. Curriculum development may be assigned in one state but the curriculum should be usable in several states. In some cases it may be desirable to assign curriculum development to more than one state and this would almost ensure its use by the region or by the entire United States. There is need for money for development that may not have impact in more than one state. Money should be allocated to be used at the state's discretion. Thus, 50% of the Part I-Curriculum Development funds should come to the states to be distributed through procedures similar to those used for other parts of the Act. The resultant product should not be listed as a state curriculum which everyone will use. The efforts will be to allow what is needed by individual teachers, but what may be usable in total or in part by others, to be developed. Examples are in the areas of Computer Assisted Instruction and Computer Managed Instruction which we know are desirable. We also lack the funds to make this desirable concept available to our student body. Vocational-technical educational television is virtually non-existent. To my knowledge there are no programs designed to teach occupational competency. We desperately need funds to develop curriculum adapted to educational television. Thank you for your kind indulgence.

ED ENNIS, WISCONSIN STATE DIVISION OF HEALTH, MADISON, WISCONSIN

I'm Ed Ennis, I work for the State Division of Health and am not really here speaking on behalf of the Division of Health because we just heard about this meeting yesterday and didn't have time to really collect our thoughts. But we've discussed continuing education and we're involved in the programs related with the vocational schools in several parts of the State and I just thought, sitting here, several thoughts came to mind, and I thought I'd present them. One of the things that comes up frequently is the good cooperation that we get from the various vocational schools throughout the State in terms of the continuing education of cosmetologists and barbers and, in some respects, the funeral directors. We licensed them through the Division of Health and therefore, we have a more direct role in that type of education. The people at the State level and at the local levels have put forth a great deal of effort to assist us in meeting the needs of these different peoples and we appreciate that. On the other hand, there's a lot more that could be done, we're sure, and maybe their different approaches could be taken to work in that regard. We also work closely with the apprenticeship programs for these different areas and there again we've had some good results, but probably not enough time has been spent on developing just exactly what it is that these people ought to learn and to change quickly with the changing needs of those industries. One thing that also comes up, we supervise the various private cosmetology schools in the provision of their vocational training for profit, and we've found the schools, of course, to vary across the map in terms of the quality of education. We think that the private school shouldn't be overlooked as a real source of good training and, I might add, probably in some cases an inexpensive training in terms of the total cost. I'd hope that more study could be put into the possibility of contracting with private enterprise in terms of providing training where that might be the least expensive way of doing it or where it might be the quickest or the best way of doing it. I think our country has been built on the free enterprise, competitive system and I hope we never completely forget that. One person mentioned what it is that you need in the educational program in the high school years to prepare for going to work. I think, as an employer, the Division of Heal hasn't done a very good job of identifying to the educational system what we're looking for in our employees and I'd expect that's true of industry and government alike. But one thing I've learned in working as a personnel officer for thirteen years and with these licensing agencies for six years now, is that you can't do much in the way of putting a person to work or giving him continuing education if they don't have the basic reading and writing and arithmetic skills. If, in addition, to that they have some skills in the same vocational skills, typing or auto mechanics or fixing hair, that's great; but one of the things that comes through in talking with these students and potential employees is their attitude about continuing education. I think one of the things that high schools and vocational schools alike can do to help these people be better employees when they're ready to go to work is to really foster the desire for continuing education. We're faced constantly as employers with employees who think the best way to do things is the way they've done it for ten or fifteen or twenty years. In these days of change, that very seldom is true. So if during the educational process a student can learn to not only accept change but also to look for it, they'll be continuous students and your vocational schools will be filled to the brim, I'd expect. I think that's all I really had to say. Thank you.

HEARING #5
LAKE DELTON, WISCONSIN
OCTOBER 31, 1974

PRESIDING PANEL

Clare D. Rejahl, Executive Director, Wisconsin Advisory Council on Vocational Education, Madison, Wisconsin.

Edwin Kehl, Member, Wisconsin Advisory Council on Vocational Education, Madison, Wisconsin.

John Kramer, Member, Wisconsin Advisory Council on Vocational Education, Fennimore, Wisconsin.

PANEL CONSULTANTS

Ruel Falk, Director, Bureau for Career and Manpower Development, Wisconsin Department of Public Instruction, Madison, Wisconsin.

John Kroll, Special Assistant for Federal-State Affairs, Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin.

PRESENTERS

Ruel Falk, Director, Bureau for Career and Manpower Development, Wisconsin Department of Public Instruction, Madison, Wisconsin 5-3

Frederick Wensell, Member, Mid-State VTAE District Board, Marshfield, Wisconsin 5-3

Douglas S. Ritchie, Superintendent, Madison Public Schools, Madison, Wisconsin 5-6

Jill Davis, Student, Legal Secretarial Program, Western Wisconsin Technical Institute, La Crosse, Wisconsin 5-9

Dennis Riley, Student, Western Wisconsin Technical Institute, La Crosse, Wisconsin 5-10

William Tempte, Administrator for Research and Development, Western Wisconsin VTAE District, La Crosse, Wisconsin 5-14

Noel Jordan, Factory Cost Manager, The Trane Company, La Crosse, Wisconsin 5-18

David Klumb, Student, Marshfield High School, Marshfield, Wisconsin 5-23

Donald Engling, Representative, Dick's Supermarket, Platteville, Wisconsin 5-25

Richard Day, Chairman, Education Sub-Committee, Wisconsin Winnebago Business Committee, Wisconsin Dells, Wisconsin 5-27

Gerald Mikunda, Local Vocational Education Coordinator, Cooperative Education Service Agency #11, Whitehall, Wisconsin 5-29

Earl Mihlbauer, Local Vocational Education Coordinator, Cooperative Education Service Agency #15, Madison, Wisconsin 5-33

Paul Speight, Special Projects Consultant, Bureau for Career and Manpower Development, Wisconsin Department of Public Instruction, Madison, Wisconsin 5-34

Roland Krogstad, Vocational Education Consultant for Research, Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin 5-36

Eugene Lehrmann, Director, Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin 5-40

Ronald Anderson, Director, Southwest Wisconsin VTAE District, Fennimore, Wisconsin 5-42

David Young, Local Vocational Education Coordinator, Cooperative Educational Service Agency #12, Portage, Wisconsin 5-43

RUEL FALK, DIRECTOR, BUREAU FOR CAREER AND MANPOWER DEVELOPMENT, WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTORS, MADISON, WISCONSIN

(Mr. Falk read Dr. Thompson's remarks already included in this report on page 1-11.)

Question: You mentioned in your statement that the funds from the Federal level are divided on a 60-40% basis?

Answer: Right!

Q: Between the vocational education system and DPI?

A: Right!

Q: What is the criteria for establishing that division of funds?

A: I think it's based on population within certain age groups.

Q: Can you tell me roughly the dollars in the current budget expended between vocational education programs in the high schools and general or academic programs or a percentage split?

A: Well, I couldn't tell you that because we don't have accurate data on the local and state efforts on a matching basis. We know that it's probably three to four times depending upon how you would define it. It could be a couple hundred times what the federal funds are on a matching basis. Right now, we get a little over $4,000,000 a year, well, that's a very small amount compared to the total effort that goes into vocational education if you include the sequence and exploratory courses. One figure I heard was a quarter of a billion dollars but that was a very broad definition, so I wouldn't say that would be just the vocational or Capstone part.

Q: When you're talking about contractual services, have CESA's entered into this?

A: Yes!

Q: In what respect?

A: CESA offices frequently administer, they buy the packages from a local school when it's going to involve more than one school and they administer the program and prorate back to them the cost for each school minus whatever Federal aid they get.

Q: Essentially a contractual arrangement then?

A: Right. We've really tightened up on the contractual thing lately, for a while there were a lot of gentlemen's agreements, but things have had to be nailed down a little bit better so now they're rather precise on contracts.

FREDERICK WENSELL, MEMBER, MID-STATE VTAE DISTRICT BOARD, MARSHFIELD, WISCONSIN

Thank you, Clare, members of the Council, guests and other presenters this afternoon. I hope in a very brief 10 minutes or perhaps even less to discuss with you some of my observations as a member of a district board. I would like to start, however, by pointing out to the members of the Advisory Council, in particular, the importance that I attach to their mission. I am not sure that I know all that much about the advisory committee's activities, but I know that one of the reasons for its being is to evaluate vocational and technical education in the State and to make certain recommendations. Above and beyond that, I think, it is also of great importance to this group to help plan, particularly on the State Board and even sometimes on the district board level, the course that should be charted for vocational and technical education in this State. I think that this is a tremendous responsibility, particularly for the citizen members of that particular group. I would like this afternoon to address myself to several specific issues and these again are my observations as a member of the board since 1967 and chairman of that particular board since 1968. I think that the Advisory Council should understand the relationship that exists between the State Board and the district boards. I think that the system, that has been developed in Wisconsin with the legislation started out in 1965 and was finalized in the past few years including all the areas of the State in districts and the relationships that have developed between the State Board and the district board, has been shown, in my estimation, to be a highly successful method of operation. It's been suggested, and I'm sure you gentlemen have heard it many times, that perhaps this State should adopt a university-like system under a single board where the local input would be minimal. To this type of proposal, without information to the contrary, I would protest. I feel that this type of governing board system, as it has developed here in comparison with many other states throughout the country, has shown to be highly effective, particularly with the State Board addressing itself to the policy at their level, staying out of operations which I think they should and the district boards, on the other hand, taking care of local policy decisions and handling vocational and technical education at the operational level. I think there is a distinction between those two in that particular light. I am not sure you are aware, and we found out about a week ago that the State Board wasn't very aware, of the districts board association which I predict will be a very powerful voice in vocational education in this State. This is a group of representatives of all of the district boards in the State, and I think the discussions that have gone on, particularly during the past year, have been very productive, and I am hoping to see a lot of input from this association to the State Board, particularly relative to certain policy issues. So I would make a plea again, then, for the continuance and further development of the type of relationship that has been established. Now in the past year, the State Board has established a special committee which address itself to district board relations, this again I think is an evolutionary step in the right direction. This is the way I feel that the State Board should move. We can say what we want about an overall State system, but I think when we look at vocational technical education, we may like to have the Harvard idea of the great system and the one controlling board. But we need to remember that vocational education has been highly successful by focusing itself on the local scene and focusing itself primarily on the student which I am not sure all other educational programs have done. I would like to comment very briefly on a foray that I have been involved in for the past five years because again, I think, that the advisory committee should take this into consideration, particularly with legislation that was passed in a recent session. And that relates to the merger of districts throughout this state and the redesign of the districts in the state of Wisconsin. I have promoted for a long time the fact that, through legislative committees in the State, through all of those interested parties, the State should indeed be looked at. But on the other hand, I think strong political pressure decreeing as to how those particular districts should be formed is a miscarriage of justice and a miscarriage of education in this State and, gentlemen and ladies, we have had that happen unfortunately. I would pause here for a moment to suggest to you that many of the things that have come from the Department of Administration and the Governor's Office in the past two years have not been for vocational and technical education, and I think many of the things that have come out of those two offices have hindered it rather than helped. The suggestions relative to establishment of tuition, the suggestions that have been made relative to merger, and other suggestions that have come from that office, I simply cannot as a district board member abide by. I think it's important that the Department of Administration and the Governor's Office take leadership and, in the development of arguments not on a political base but on an educational base, proceed with the development of the plans for vocational education in this particular State. That probably is a rather strong statement relative to the Governor's Office and the Department of Administration, but I feel very strongly in this particular matter. I probably will make some comments that may not suit all the vocational educators at this point and that's relative to the relationships between the VTAE system and the university system. There have been moves made, again by the State Board and by the Board of Regents in the past year, that are very encouraging. The development of a Joint Program Committee, again I think is a step in the right direction, but I think each system suffers from a good deal of paranoia, some probably with good justification. On the other hand, I feel very strongly that the University system and the VTAE system should be partners or establish a partnership in education. I am not saying that these two systems ought to be merged. I think the strength in vocational education still lies at the local level and it lies with the people, and that's not true of the University system. On the other hand, I think the type of dialogue, that has been established by Mr. Lehrmann's office and the State Board and the Regents over the past year is going to solve a number of the problems that have evolved over the years. I'm sure that all of us in vocational education have a certain fear of the giant, of the University and, perhaps, in many instances, those fears are well justified. On the other hand, I think if we are going to talk about maximal utilization of facilities, maximal development of program areas for education in the State, I think that it is going to be incumbent upon us to talk to the University system and establish the kind of dialogue that can be productive. There are many program areas where there is considerable overlap. WE can suggest that the University system, moving into the associate degree program, is beginning to step on our toes and, in some of the areas, I suspect it really is. On the other hand, I think there are things that we need to move into in the University area, and I'm not talking about a broad academic program within the vocational-technical institutions. I suspect that we may have more of that than the State can use right at the moment and that can be evidenced certainly on the center campuses throughout the State and the declining enrollments in some of the universities. I represent the Mid-State District and we happen to have a major university, we happen to have a center, and we have our own vocational and technical education facilities in that district. I think that there has to be a strong dialogue at the local level between these three institutions and for the most part I think we've had that. We've had many discussions with Chancellor Dreyfus from the University in Stevens Point, and we have had many concersations and, as a matter of fact, we have joint programs now with the center. These are steps in the right direction. We can look down the road and see the development, for instance, in health occupations which could very well be a joint effort at the local level. But again, I may be suffering some of the paranoia of others, we want to be careful that this is not indeed gobbled up by the universities, so I think that this is a very, very important aspect. I wanted to keep my remarks to about 10 minutes and it's just about approaching that right now. As I have suggested at several meetings recently, we need to keep just a bit more of an eye on the student. I think that's really why we are all here and I'm sure you're going to hear about budgets, you're going to hear about programs, you're going to hear about policies, and hear about federal legislation, and I think that's fine. But through all of this, must come the principle of the student and the individuals that we're hoping within this system to educate. I had an opportunity recently to talk to board members from many different types of vocational systems throughout the country and I have come back impressed with what we have here in Wisconsin. Thank you.

Question: Mr. Wensell, in your remarks, I think, you pointed out rather strongly that district boards and the schools operated by the district board should enjoy relatively autonomous relations in terms of local flavor. It seems to me that if you carry that position to the extreme, you can be faced with a charge that you are too provincial, that your curriculums and that your students graduating from those systems aren't well prepared to face life in a broader labor market. How would you respond to that kind of a challenge?

Answer: I think your question is a good one, and I think it's something that those of us who are at the local level must, indeed, concern ourselves with. However, what we do have in this State, again I think, is part of the development of this system that has been good, and that is the watch dog of the State staff and the watchful eye of the State Board. And I think in addition to policy development, if the State Board is to serve a real purpose, it's the coordination of the efforts throughout the State, in other words, suggesting the programmatic thing, I think, that you're talking about here. I think that the system that has been developed for review of programs, program areas by the State staff and the State Board, and then the granting to the district the approval to go ahead with that program, I would very much want to see that stay and I think a change in that could cause the provincialism that you suggest. I think that would be bad for the entire State.

DOUGLAS S. RITCHIE, SUPERINTENDENT, MADISON PUBLIC SCHOOLS, MADISON, WISCONSIN

We have found that in Madison, high school dropout counts have declined in part due to the vocational programs. In 1967 enrollment in work experience programs in which students found their own jobs, received partial credit but had no school coordination or related school training, dropped 50% due to newly coordinated vocational education programs. Over 50 percent of the business education, distributive education, trade and industry and home economics and related occupations co-op education students stay on the job after graduation. The large percentage of the balance of these students seek continued education in two- and four-year post high school programs relating to their career objective. Vocational education advisory committees have brought about a real impact in school curriculum not only in meeting the current needs of the community in which they serve, but in helping the school to update equipment, training, and curriculum to better meet the needs of students. Because of these advisory committees, we have community input and resources which have been most beneficial in developing vocational programs relevant to the world of work. Because of vocational programs our students have had the opportunity to explore career clusters in a very meaningful way. Co-op education programs have made it possible for coordinating teachers to get out into the community, which not only benefits students but has broken down many articulation barriers between school and community. Because of Capstone vocational programs, all secondary education is becoming more comprehensive and relevant to students in Wisconsin high schools. It should be noted that with a decrease in secondary enrollment, there has been an increase in the enrollment of students in secondary vocational programs. According to Marvin J. Feldman in the May 1974 issue of "Man, Society and Technology Journal," "We are standing together on the edge of a new era in vocational education. This year for the first time in history, more than half the American work force will work in jobs for which educators prepared them. Till now, the majority of American workers have been trained on the job. Education has been in a sense secondary and supplementary; now we as educators have the primary responsibility. The public's conscious demand is that education be made relevant to the world of work." For many children, high school is a terminal education. We owe it to these children to prepare them for entrance in the world of work; this we as public educators must be committed to do. It should also be noted that vocational educators in conjunction with special educators are leading the way in developing programs for the special education student.

Recommendations.

1. In addition to existing federal aids, secondary vocational education programs in Wisconsin should also receive state categorical aids as do most other states and all neighboring states. These aids should be "ear marked" for facilities and facility improvement, equipment, curriculum development, and aid for staffing.
2. At point in time there are many problems with the minimum wage laws that are causing conflicts with our secondary education cooperative education programs. Thought in time ought to be given to new regulations to provide greater flexibility in the minimum wage laws affecting these programs.
3. Existing secondary school Capstone teacher certification requirements restrict the growth of vocational programs. Therefore, we recommend an alternative teacher certification system for secondary Capstone programs be considered to better make use of the vast knowledge of lay people in community businesses, education, and all other occupations. Vocational education has proven to be so successful as a part of the comprehensive general high school program; let's put our efforts in supporting it and making it even stronger.

Question: Of the minimum wage laws, are there no exceptions to the rigidity of it that permit younger people to work?

Answer: Basically, that is it, right. No exceptions, there's no flexibility involved.

Q: You are thinking of part-time work during the school year as well as summer?

A: That's right. As an example, we employ approximately, you have to put it in dollars, we spend about $10,000 in our school system hiring our own students to work in our schools in our central office. Minimum wage laws have restricted the number of students we can employ now because of our budgetary limitations.

Q: Going to recommendation #3, teachers' certification, do the existing requirements require at least a B.A. or a B.S. to work in the Capstone programs?

A: Yes, and we feel that there is a great field of expertise that we could make great use of in our schools...

Q: Similar to the way that the regular vocational post-graduates do?

A: That's right, exactly right.

Q: I'd like to get back to the question of the minimum wage and I'm assuming that your recommendation would go along the direction of providing for some relief for some exceptions to the application of those laws. Would, in your estimation, this kind of system create some negative attitudes on the part of, perhaps, organized labor and charges that some employers might consider this a way of getting cheap help?

A: I think that we would run the risk of being accused of that. On the other hand, we're not proposing that we pay them almost nothing or get them to work free; we're proposing, however, that we could employ a larger labor force in work training station opportunities, so to speak, and not be restricted to the minimum in every case. We could employ more children and give them more training.

Q: Are you thinking of this in the terms of a sort of an intern program so that the exceptions would be slotted into the minimum wage law?

A: Yes, I believe that would be an appropriate way to state it.

Q: Is there any system existant now that would provide opportunities for cooperative education to the disadvantaged students in any specialized way, any program or any of the available work opportunities set aside for students with certain disadvantaged criteria?

A: We do not use a quota system. We rely on the counseling and the guidance of the co-op education teachers and the counselors in the schools to guide those kinds of children, but we don't use a percentage factor of disadvantaged, whether it be economically or physically or educationally disadvantaged. We rely on our counseling services to get those kind of high school students into these slots as often as possible. But we have no quota percentage basis.

Q: Am I correct in assuming that the principal criteria here is to try to develop a cooperative education program that meets students needs and his goals?

A: That, plus, of course, the training supervisor or the training station supervisor and the school training supervisor work toward that end of and, as I stated, we are experiencing that approximately half of our students are staying on the job now and working for that employer after they finish their co-op program which is a pretty good success ratio.

JILL DAVIS, STUDENT, LEGAL SECRETARIAL PROGRAM, WESTERN WISCONSIN TECHNICAL INSTITUTE, LA CROSSE, WISCONSIN

When I was in high school, I found it a very difficult decision to choose between a four year college and a vocational school to continue my education. But when I discovered that employment was higher for graduates from vocational and technical institutes than for graduates from college, I decided to attend Western Wisconsin Technical Institute. I haven't regretted chosing vocational school over college. Vocational school has given me something very worthwhile and profitable--a skill I can sell. I am presently enrolled in my second year in the legal secretarial program at WWTI and next spring, I'll already be prepared to start my career. In the meantime, because of our school's help in job placement and class load, it's possible for students to hold part time jobs. Not only does this provide a little financial security for the student, but additional work experience so the chances for employment after graduation are better still. At the end of our second year as legal secretaries, we intern for three weeks in a position related to our field, allowing us work experience to impress future employers, a very beneficial part of our program. Among the opportunities Wisconsin vocational schools offer, are clubs and organizations related to our future occupations. The Wisconsin Office Education Association, instituted only in technical schools in Wisconsin, is a business club offering the business student many opportunities to grow professionally and socially. It presents the chance to help develop the leadership abilities of many students. (Myself included.) I'd like to see a one-year legal secretarial program begun at Western Wisconsin Technical Institute. Because some students have had shorthand and typing classes in high school, their high school background in business would make it unnecessary for them to take those classes again at WWTI, thus shortening the program from two years to one. Interest has been shown recently in a foreign language course that may be instituted as an elective in my program. Electives are required in this program and the school offers many to chose from in general education and social sciences. I do feel, however, that more students will benefit from a language course and hope one will soon be offered. The school and its instructors are very helpful and progressive. I like my school, and feel it offers me and many other of all ages from all walks of life a terrific opportunity to prepare for a better future.

Question: I wonder if you have any feeling for whether the entrance requirements to Western Tech are restrictive or reasonably adequate? Are you familiar with other students who have tried to get in but couldn't make it because of certain entrance requirements?

Answer: No, I'm not familiar with anyone who hasn't been able to enter.

Q: Is all of the internship at the conclusion of your two years?

A: Yes!

Q: Do you feel that a legal secretary can adequately be trained in a one year program when she's had considerable experience from high school previously?

A: I think so, speaking for myself. I believe I could have done it in a year.

DAVIS

Q: What had you had in high school?

A: Two years of typing, two years of shorthand, business math, I had the Capstone course for business math. I didn't have the bookkeeping program; I didn't take it, but it was there. I also had classes like Economics and Social Sciences that are offered in high school.

Q: How many of the students in your course have had that much background?

A: That I don't know.

Q: It wouldn't be a large number, would it though?

A: I don't know, but I would think it would be a large number.

DENNIS RILEY, STUDENT, WESTERN WISCONSIN TECHNICAL INSTITUTE, LA CROSSE, WISCONSIN

My name is Dennis Riley, and I am a second year student at WWTI. I would like to if I may, express my feelings regarding Vocational Education. Vocational Education means a great deal to me. I am 29 years old and have been employed in many different businesses. I have always felt I had good jobs, however, the feeling that I did not have a higher education always plagued me. In June of 1973, I was moving from Black River Falls, Wisconsin, to Sheboygan, Wisconsin, with the prospect of a new job. I had to go down and find a place to live, therefore, I went down three days prior to work. On a bright and sunny, Sunday afternoon, the day before starting my new job, a young man pulled out from a side road and struck my motorcycle, sending me flying down the road for almost 360 feet; breaking my right ankle and all my toes. The accident layed me up for eight weeks. Naturally the job couldn't wait, leaving me very unemployed! I wondered to myself, "What do I do now?" Then I started thinking about my education and all of the job openings, however, I started thinking regarding time. When I get out of college I will be 33 years old. So I changed my thoughts and started thinking about finding a job. It is very hard to be interviewed when you are in a cast and on crutches. Very disappointed, financially embarrassed, and just down right ready to give up, I found a brochure from WWTI. Still having time, I checked into this and found these newspaper clippings and I feel they are true to date. D.A. Lutton, Associate Professor of Engineering Technology at the Community College of Baltimore states, "By 1975, there still will be a shortage of 350,000 technicians. The situation is worsening. There are only 15,000 certified technicians in our country at this time. Why are they needed so badly? The truth is that science begets technology and the normal growth of technology is exponential. Technology can only grow as fast as we develop technicians. We have fallen decades behind. Without technicians we cannot make real the ideas of our scientists." From the "St. Paul Pioneer Press," dated October 3, 1971--"Educators are realizing that a college degree is not all that valuable any more. So increasingly they are guiding students of all ages toward studies that promise only one thing: to give the youth a skill with which he can earn a living." According to the U.S. Office of Education, nearly 9 million people were enrolled in some sort of vocational training in the 1970 fiscal year, an increase of more than 10 percent from 1969. Vocational schools differ from regular schools in more than just their study programs. The on-campus attitude is more serious, more dedicated, and more optimistic. "The kids who come here know what they're here for," says one Oklahoma Tech official. They're not here to party or fool around. They know themselves and they believe--as they should--that vocational technical education is not something less than academic education. It's just something else." From "Wall Street Journal" date September 22, 1971--"After two years of study toward a degree in education, Patricia McMahon, 29, decided to become a college drop-out. 'The employment situation for teachers is so bad that I was just wasting my time and money in college," she says. So Miss McMahon quit Illinois State University in Normal--and then promptly enrolled in a vocational education program at a junior college here to learn how to be a therapist for patients who have difficulty breathing. "I'll be able to get a job at any hospital in the country and earn $12,000 to $15,000 a year. Who needs a college degree?" she says. More and more people like Miss McMahon are deciding that vocational education is the key to obtaining and holding a steady job. The technical and trade schools, which have long been the training ground for persons seeking a job skill not requiring a college degree, now are being inundated with laid-off white-collar workers and college graduates who can't find jobs. David Jawor, 18, says "A lot of my friends agree with me that college just isn't worth the hassle any more. You can earn just as much in the trades as you can as a professional, and you don't have the expense of four years of college either." It's clear that vocational training gives people an edge in the job market compared with those who lack formal training. National unemployment among teen-agers stands at 16% but the rate for teens with vocational training is only 5%, the U.S. Office of Education says. There are also indications that high unemployment levels have treated college graduates more harshly than vocational school graduates. The Office of Education estimates that 85% of those high school graduates who complete vocational programs find jobs in the field for which they were trained. That hiring rate hasn't diminished significantly during the recession, a spokesman says. One reasons for the strength in hiring of vocational graduates is that technological advances create new jobs. Persons trained in data processing, paramedical specialties, jet engine maintenance and laser technology are in heavy demand. But vocational schools also are creating courses to fill long-standing shortages of workers in areas like diesel-engine repair, refrigeration repair and restaurant cooking. Many employers also feel that vocational school graduates perform certain jobs better than their college-trained counterparts. Argonne National Laboratory, an Atomic Energy Commission laboratory near Chicago, used to hire all its computer programmers from among the ranks of college graduates. Now more than half are graduates of junior colleges that provide vocational-training programs. "College graduates are more interested in broad theory than in practical application, so they tend to make more programming mistakes" an official claims. "That can get pretty costly in terms of lost computer time." From The Wall Street Journal, Monday, March 12, 1973. "This sign, outside the Warner & Swasey Co.'s lathe plant here heralds a significant turn in the U.S. labor market. A shortage of skilled workers is replacing unemployment as the nation's number one manpower concern" From the Kenosha News, Wednesday, September 29, 1971. "More and more students of all ages are leaning toward studies that promise only one thing: a skill with which they can earn a living." Newsweek magazine reports that by most reliable estimates some 85% of all high school graduates who undergo vocational training find work in their chosen fields. Growth in the Wisconsin system of vocational-technical education has been sensational since the statewide system was enacted by the Legislature six years ago. The district concept, conceived three years ago, has expanded interest among the young and adults. Without question, the advancement of vocational-technical training from coast to coast ranks as one of the important public education advances.

I entered WWTI a little skeptical to say the least, even though I believed I had many good reasons to do so. I have never felt sorry for my decisions. The first few days were the worst. The enrollment was so great, I couldn't get the program or the classes I wanted, due to the fact I registered late. At this point I found out what type of people work in vocational education. They went about punching new cards and rearranging my schedule to meet the program qualifications. Since that time they have helped me enroll in two associate degree programs, Marketing and Visual Communications. (Both of these courses are two-year courses.) I believe they relate to each other because to know marketing itself and the media by which marketing is done really makes sense to me. Since enrollment I have become involved in DECA and am now Chapter president. This being a national organization, I am meeting many new people and learning a great deal. Vocational education has done many things for me. It has given me a chance to further my education, which has been a hangup of mine for a long time. It has taught me how to better handle people, and communicate with people! I have become very interested in salesmanship, instructional media, advertising, and its media and, in general, feel very confident in myself. I believe that any time you can get an education in a certain field, plus build your own confidence, you are then receiving the ultimate in education. Vocational education at WWTI placed 97% of all marketing students last year. This year WWTI has many more companies asking them to send people. The majority of all students I have talked to at WWTI tend to agree with my feelings. I think the old saying, "If you want your kid to grow up, mature, send him to the army," I think this can be honestly replaced with, "If you want your child to mature and learn and be seriously involved in today's world, send him to a vocational education school." I can say this based on my observation of the people on campus. They are all there to learn, to work to become ready to meet the working world with a skill they are trained to do, not a lot of unrelated education, whether it be welding, drafting, accounting, typing, marketing management, sales management, advertising, nursing, x-ray technician, or any field they are ready, willing and educated to start to work. Vocational education to students is the thing to do today. They aren't left with a feeling of emptiness at graduation, but a fulfillment, accomplishment, and happiness, knowing that most are already hired or have many interviews coming up. We, the students of vocational education can only say thank you to the people who encouraged us to attend WWTI, the instructional personnel who are helpful in so many ways, the administration for the courses they have surveyed and chosen to carry, and the State of Wisconsin for their judgment to support vocational education programs. All of these people and officers make all of the students attending a vocational school very lucky people!

Question: You mentioned the fact that you accidentally ran on to a brochure, did you have any contact with employment offices during that time?

Answer: Yes, I had been to employment offices and they sent me to many different interviews, all of them pretty much ended the same way. I had some promises that, if I came back after the cast was removed, I might have a chance to get in. I had a friend who was a teacher at Black River Falls High School, and I was invited to his house one evening and I had to pick him up at school. I was walking down through the halls and brochures were on their little bulletin board. One happened to be on data processing which I thought I wanted to go into originally, and, after further checking with the schools and so on, I found out that marketing was more of a field that I wanted and now, with visual communications, it's really a fulfilling thing.

Q: Well, would you feel that the employment service offices might be a place that there should be counseling as to the possibility of going to a vocational school?

A: Yes, I think it would be very advantageous not only for the State itself but for the people who are unemployed. There are so many State and Federal backed things to help them through school. Now if they are really down in the dumps and they want something to really build upon, then that's the thing.

Q: Dennis, my question is related mostly to what you expect as you complete your education from the school in terms of helping you find employment. First of all, do you have an understanding of what the school does offer in terms of placement assistance, and secondly, is that going to live up to your expectations?

A: Okay. Mr. Motschenbacher is our placement director and I have met with him three or four times and he already has three interviews that I am already scheduled for before graduation. Mr. Hotaling, who is the head of the business division at school, has told me a few places to go to, one of which he is giving me a personal reference. I'm pretty well aware of what the school's doing and I think they're going to fulfill anything they tell me. Mr. Hotaling and Mr. Motschnebacher both have showed me clear evidence that what they say is true, I mean I've already met the people and I've talked with people.

Q: Do most of the students get that kind of referral service?

A: I know that all second-year students are taken through a course by Mr. Hotaling called internship where we are taught to write a letter of to say we know you are looking for someone to be hired and we are applying and also how to write resumes. And during every class period we have, he always states that if you ever need any help from anyone or you need a personal reference contact himself or Mr. Motschenbacher, and I've heard that I don't know how many times.

Q: Have you heard of any classmates who are getting jobs before they complete their training?

A: Yes, I have.

Q: Is that fairly common practice?

A: Last year I can think, off-hand, of 5 students that were hired before they graduated, and yet the people that hired them let them go through and finish their graduation and start part-time something like 8 weeks before their last quarter was over, and this year I don't know of anyone but it's still really early. You know we won't hear anything until about February or March, but I usually know someone who has been hired.

Q: Do you know whether the school counts those as drop-outs.

A: I don't know.

WILLIAM TEMPTE, ADMINISTRATOR FOR RESEARCH AND DEVELOPMENT, LA CROSSE, WISCONSIN

Western Wisconsin Technical Institute has grown many fold over the past several years. In 1968-69, the school served 1,195 persons in full-time programs and 8,839 persons through its part-time educational offerings. These numbers have increased to where 4,550 persons were served in full-time programs in 1973-74. The enrollment in part-time programs increased to 14,056 in that same time period. This rapid growth was made possible by a partnership of local, state and federal resources. The monies derived from the Vocational Education Act made up the major portion of federal support the institute received. Through the use of the project method, the vocational education funds were targeted on the leading edge of institutional development.

Full-time Programs. The development of full-time programs was facilitated by the acquisition of major equipment under the Vocational Education Act. Every program in the institution has been the beneficiary of these acquisitions. These funds were matched by local and state funds at over 50 percent. This gave even greater impact to these federal dollars. The full-time programs were also aided through facilities construction projects. Three new buildings have been added to the campus since 1969, each of them funded to a substantial degree by vocational education funds. These new facilities have allowed for program and thus enrollment expansion that would have been otherwise impossible. Special projects that have had an impact on the quality of programs at Western Wisconsin Technical Institute include a Learning Center for the disadvantaged, faculty inservice training, and the equipping of a broadcast quality color television studio. While these projects are of value to the entire district operation, their impact is greatest on the full-time programs. Finally, the student aid provided by the Vocational Work-Study Program has made it possible for many students to take advantage of post-high school education who would not have been able to without such assistance. This aid coupled with that provided under the Higher Education Act has made it possible to meet the needs of most students. In addition to the federal resources derived from the Higher Education Act, the institute has coupled the resources of the Vocational Education Act with other federal programs such as C.E.T.A. (MDTA), Nursing Act of 1964, etc.

Part-Time Programs. The Vocational Education Act has had a significant impact in the development of part-time offerings for trade extension and apprenticeship classes. This enrollment has almost doubled since 1969. These classes funded at approximately 40 percent under the Vocational Education Act have served to upgrade employed workers in many occupations. The institute has retrained virtually the entire welding staff of a large local industry through these classes. The apprentices of the area have received their related training through classes partially funded under the Vocational Education Act.

Outreach and Special Services. The Vocational Education Act has had its most wide reaching impact in the area of outreach and special services. These have been funded under the exemplary and disadvantage titles of the act. Special projects funded under this part of the act include a Career Information Trailer, a Career Education Program, a Handicapped Counseling Program, an Indian Education Project and a Liaison Counselor Project. The Career Information Trailer travels throughout the district providing up-to-date career information to high school students, dropouts and adults. The Career Education Project provided for the establishment of four outreach career centers. These centers serve as a delivery and coordination device for career and continuing education throughout the district. The Handicapped Counselor Program was designed to provide special services to handicapped students so they might succeed in regular full-time programs. The

Indian Education Project is conducted in the Black River Falls areas where the majority of the Indians live. This project is to provide consumer and homemaking skills to the Indian population. The Liaison Counselor Project was implemented between the University of Wisconsin - La Crosse and Western Wisconsin Technical Institute. Its purpose was to improve articulation between the two schools.

Question: How do you classify a student who leaves before completion, how do you classify them?

Answer: Well, we do classify them as an earlier completer. We can't call them a graduate if they are in an associate degree program, because obviously for the associate degree there are very specific requirements. Now, I might say that in special cases it is possible that there have been arrangements made between the student and the employer to give them on the job experience and therefore credit if the termination comes close enough to graduation, and this is very often done, particularly in the vocational diploma program, although not quite so often in the associate degree program. But we are trying to move more and more in that direction or to improve our ability to go in that direction through the use of individualized instruction, particularly the auto-tutorial approach to instruction. I would like to respond, if I could, to one other point about the one year legal secretarial program. One approach would be to institute a one year program. Another approach that we are working on at the Western Wisconsin Technical Institute is in our business education division to utilize self-paced auto-tutorial instruction in all of the skill areas so that students who do come from the high school with these skills, can proceed through the skill training portions of their program at a rate suited to their background and their abilities. We're in really the first full year of operation in our auto-tutorial approach to teaching the skills in our business education, and this kind of problem will hopefully decrease as we gain more expertise in this area.

Q: In a particular area like a legal secretary or in any of the others, have you developed or attempted to develop any programs permitting a student to start at any time of the year? Now, I heard Mr. Lehrmann speak on this one time as being one of the challenges of vocational education, permitting people to be slotted in any time of the year rather than the rigid periods of time.

A: Okay, we're certainly trying to work towards that. We're not as far along as we would like to be obviously but that is also a goal, to make as many entry points as possible. To this end we did pilot and have been on the quarter system at Western Wisconsin Technical Institute so we do provide the opportunity to start four times a year. And to that end, we have also taken many two-year programs, particularly in the vocational diploma programs, and created them or changed them one consecutive calendar year, four consecutive quarters so that we have shortened up the period, eliminated that summer off and put people out on the labor market sooner and thereby also provided more opportunities to start throughout the year. Now, in several other programs, particularly the machine tool program, we are working very hard to get to a start every Monday, any Monday kind of approach. That isn't possible in all programs but where it is possible we are working towards implementing it.

Q: Now this question might be ahead of time because I note that you have a gentleman here from the Trane Company. Do you have any program that specifically

WESTERN WISCONSIN VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT

1973-74

EXPENDITURE OF VOCATIONAL EDUCATION FUNDS

		FEDERAL	LOCAL	TOTAL	
Part B:					
	Apprentice	$ 27,391.84	$ 22,270.23	$ 49,662.07	
	Extension	21,731.38	30,123.65	51,855.03	
	Equipment	75,885.27	97,412.65	173,297.92	
	Handicapped	2,581.71	3,155.42	5,737.13	
	Disadvantaged	21,439.30	26,343.57	47,782.87	
	Special Awards	100,000.00		100,000.00	
					$428,335.02
Part C:					
	Research	4,159.66	1,166.10		5,325.76
Part D:					
	Exemplary	28,074.44	18,716.33		46,790.77
Part F:					
	Consumer and Homemaking				
	Regular	3,605.32	4,090.49	7,695.81	
	Disadvantaged	5,163.43	6,310.87	11,474.30	
					19,170.11
TOTAL					$499,621.66

is allied with a particular industry to train for specific jobs within an industry when they have vacancies?

A: I think I will defer most of that to Mr. Jordan, but I would say that, yes, in the welding area, we have done extensive work and he will talk about a full-time program that is offered on a part-time basis that is really the outgrowth of communications between us and the Trane Company with their assistance, but I will defer that to him because he is going to discuss that at length.

Q: I think your last remark brings us into an area that supposedly vocational education is to fill and I wonder if it always does, and that is picking up people during their lifetime, that is after they have graduated from high school or even from vocational school or college, and provide them retraining. Do you have any program along that line? Specifically, how does the individual become aware of it?

A: Well, we have an aggressive public information program throughout our district, particularly operating through these career outreach centers that I talked about to inform the people. In terms of specific programs, we are making an attempt to do two things. First of all, we want to create some special part-time, full-time programs, it's kind of a peculiar designation, but, for instance, the industrial engineering technology program that Noll Jordan will talk about is specifically designed for people in "mid-career" to enter into a new area. We are also working towards the establishment of some other programs in the area. Police Science and Fire Science will be designed to be taken by employed persons on a part-time basis, but yet working toward the diploma or a degree. As another emphasis one of our major goals in our school is taking full-time programs and making them available on a part-time basis in the evening hours and out in the district, so that people who are employed, let's say in low-level rather than terminal jobs, can, while they are still employed, upgrade themselves through formal education programs and enter new, more productive and rewarding skill areas.

Q: Getting back to the idea of what I would call open-ended training, can you comment on what that does to the cost?

A: I guess I would hate to comment on that specifically, but the research shows that individualized education done on a quality basis generally increases the cost. And open-ended education mandates a highly individualized and personalized approach to it. Quality programs in this area cost at least as much as the traditional approach and in many cases more. Individualized education is not a road to reduced costs.

Q: You mentioned the career information trailer and its scheduling throughout your district. How do you schedule them at the high schools?

A: During the school day, it's scheduled mostly at high schools but it is publicized throughout the community and adults are welcome. It's also open a couple evenings a week, generally so that adults can use it, but in the summertime we have it traveling a circuit of county fairs because that's where the adults in a rural area always show up, and we've had tremendous success meeting the needs of adults. Now, I'd like to say this is not a recruitment tool, it isn't specifically tailored to our programs, but it demonstrates careers in general. Therefore, it can meet the needs of people no matter what their goal is, whether it be ending up in a professional career that would require university education or apprenticeship kinds of training or, of course, a vocational-technical education.

Q: One more question. I was interested in your Indian education project which I assume is principally consumer and home skilled or home economics kinds of things as I can recall. Aside from that, do you have any idea of how many native Americans you have in school, in vocational training?

A: Let's see if I can think of the number right off-hand. I think it's about 20 some full-time programs. We just completed the student profile and that number is in there and it is around 20. The total population in that area of our district is approximately 400 to 450, so it's not a large number, but it is a special target group with special needs that we're trying to meet.

Q: I would like to know if the Black River Falls Community did request the consumer information state program?

A: Whether they did or not? Yes, this was developed over four years and it was developed with an advisory committee and members of the community are actually in the program.

Q: The reason I asked is because WWTI several years back I realized there were quite a few drop-outs for some very basic reasons I just wondered if the East Side program is going to consider for the needs of trying to get people into it?

A: These kinds of programs - I'm sorry I...

Q: I heard that dropout rate of Indian people attending vocational schools is quite high?

A: Yes, we are at WWTI doing some very specific things about that. One is a learning center that will provide basic skill training and tutorial assistance to students while they're enrolled in full-time programs and to give them pre-enrollment skills to help them so they will be successful. In addition to that of our new emphasis that we're moving towards is an increased counseling service knowing that only counseling doesn't do much good if that's the only service you have to offer. But counseling coupled with other supportive services such as financial aids and tutorial services and other supportive services does succeed in helping people. So we are going that direction to attempt to improve our counseling services to couple more closely these other supportive services.

NOEL JORDAN, FACTORY COST MANAGER, THE TRANE COMPANY, LA CROSSE, WISCONSIN

I'll be specifically talking about the effect of the WWTI assistance that we've had and felt at the Trane Company. To do this, I'll touch on a couple of programs, the Industrial Engineering Program, the Welding Assistance Program, and several miscellaneous training programs that have come up in the last year in which WWTI has given us some assistance. But to get in the specifics of the industrial engineering program, what I'd like to do is read the letter that I wrote to Mr. Lehrmann earlier in the year describing the effect of that particular training program on the Trane Company.

JORDAN

The Trane Company of LaCrosse, Wisconsin sincerely appreciate the efforts that you and your staff at WWTI in La Crosse, Wisconsin have made to implement the Industrial Engineering Two Year Associate Degree. Two of our Plant Industrial Engineering personnel should receive the degree this year and fourteen are actively enrolled in the program. Actually, this letter was written on March 29, 1974. We actually had 3 people graduate from the program in La Crosse this year.

THE INDUSTRIAL ENGINEERING STORY AT TRANE

The benefits that the Trane Company have received from this program have been substantial. In order to illustrate this, I will review the "Trane Industrial Engineering Story" for you:

Rational of Approach

In 1971 the assignment was made to develop an Industrial Engineering function at the Trane Company. There were two basic alternatives available to develop a staff capable of accomplishing this task:

1. Add graduate Industrial Engineers to the Time Study Organization, or
2. Train the Time Study personnel in Industrial Engineering practices.

A conscious decision was made to train in house Time Study personnel to become qualified Industrial Engineering Technicians rather than to bring in college trained Engineers. The basis for this decision was that our personnel were already intimately familiar with Trane Company processes and systems and that this knowledge combined with technical training would prove more valuable than would a technically trained Engineer without Trane process and systems knowledge.

WWTI Training Program

As a result of the above decision, an Industrial Engineering Certificate and Two Year Associate Degree Program were initiated at Western Wisconsin Technical Institute. We had several meetings and designed a curriculum, outlined the courses that we would like, worked together with Bill Welch and Chuck Richardson from WWTI and put together a very thorough and very comprehensive training program in industrial engineering and basically in that two-year curriculum that we developed, the man would come out with as much industrial engineering course work as would a 4-year degree man, for instance, from the University of Wisconsin or from the University of Minnesota and so on and so forth. What he would miss would be all of the mechanical engineering courses, all of the electrical engineering courses, and peripheral courses that a four-year degree man gets into.

1. The majority of the personnel in Plant Industrial Engineering have enrolled in a Certificate program (20 personnel) which includes the following core courses:

Work Measurement
Methods Engineering
Work Simplification
Plant Layout and Material Handling
Production and Inventory Control
Engineering Economics

Quality Control
Statistics
Computer Science
Project in Industrial Engineering
Manufacturing Management
Psychology of Human Relations

Psychology of Human Relations is the one I sent them to first. Normally you hear the story about the industrial engineer chasing the man on the floor and giving him a hard time so we felt that the first step to develop this program was give some of our hard-core boys a little psychology.

It should be noted that each of these courses are normally Junior and Senior Engineering Courses in an accredited University.

2. *Eight Department personnel have completed the Trane/WWTI Certificate Program which involved the core courses outlined above.* Let me get into that a little bit, we have a program whereby a man will take the 11 core courses, in other words, the courses that I before mentioned, and when he completes those core courses, he will receive a Trane/WWTI certificate acknowledging the completion of those courses. When he goes forth and takes all of the other courses the English, the math, filling out his two-year curriculum, then he will get a two-year degree. *An additional five personnel will receive the Trane/WWTI certificate in 1974. Furthermore, two of our personnel* (actually let it be three) *will receive the two year associate degree within the next calendar year.*

3. *Two graduate Engineers were added to the Industrial Engineering staff in order to sustain the level of professionalism that has been developed. They are performing identical tasks to those performed by our Analysts trained at WWTI.*

Results of This Approach

The results of the WWTI training used to develop a qualified Industrial Engineering Department has been extremely significant.

A. *A Competent Industrial Engineering Group*

   1. *The Trane Company has a group of men that are competent in all areas of Industrial Engineering as well as knowledgeable in Trane Company systems, products, and manufacturing methods.*

B. *Cost Reduction*

   The most significant measurement of the Industrial Engineering contribution is the increased Trane Company profitability due to cost reduction.

   1. *The cost reduction as shown in Attachment A has grown from $33,000 in 1971 to $383,477 in 1973.* In 1974 for the industrial engineering group, that will be approximately 560 or 570,000 dollars. Okay, talk numbers of people--did we add people to achieve that? We did not. We have a lessor number of people in that function today than we did in 1971. So we've taken those people and basically through the training at WWTI made them in our opinion more productive.

   2. *The average Plant Industrial Engineering man generated $22,557 of cost reduction in 1973 versus $1,941 in 1971.* In 1974 that ratio is

going to be, he's going to produce like $30,250 versus the $1,941. So from a management standpoint at the Trane Co., we are, you know, looking at those kind of numbers very sincerely happy and enthusiastic about the assistance we received from WWTI. I tracked through a number of examples of the type of work they are doing. I think the numbers explain basically the results we've seen.

5. *The fact that we have a competent Industrial Engineering staff will enable Trane to undertake the mammoth task of "engineering" every work center in La Crosse during 1974, 1975, 1976, and 1977. The result of this task is $884,000 in net present value after taxes.* To define a magnitude of that we have 800 specific different work centers in our La Crosse operation, and this particular cost reduction will end up in a $800,000 after tax savings to the Company.

C. *Industrial Engineering Expertise*

The Plant Industrial Engineering group is additionally capable of employing many techniques not previously used at the Trane Company. In fact this year we're selling services to the other divisions. The advertising people in the accounting or financial groups have bought services from us where we go in and do methods types studies to help reduce costs.

SUMMARY

From 1971 to 1973 an Industrial Engineering function was formed in the Trane Company through the establishment of a professional Industrial Engineering training curriculum at WWTI, the Plant Industrial Engineering group has clearly demonstrated their competence in Industrial Engineering through their contribution of cost reduction as well as the more professional approach to doing their job. We have constantly stressed professionalism and we've seen this come about through the training they've received. *Therefore, in summary I would like to once again thank you for all of the assistance that your people have given the Trane Company with the Industrial Engineering training program.*

As a result of a work stopage, we lost some employees and they didn't return after the 4-month work stopage. We also built up a significant backlog of orders. This led to the question of when the stopage was over, how do we react to building these orders? We had to hire 560 new men. We looked around at our training facilities and how do we train 565 new people? We went to the people at WWTI and they were able to react very quickly. We talked to Mr. Richardson and Mr. Welch and the way they were organized and structured, they were able to react very quickly to our problem. We set up a blueprint training program, blueprint reading training program, a specific training program in machining operating procedures and really put our welding training program down at WWTI to the test. At WWTI, we've trained 1,125 welders since 1966. This year alone, we trained 146 welders since February which amounted to 10,576 manhours of training. So you can see, we were really pushing them through the training course. From the Trane Company's viewpoint, WWTI's ability to react to our problem and assist us with problems and solving problems is really a tremendous attribute to the community and to the board. Basically, as was mentioned before, the board is relatively autonomous and they're able to make these types of moves locally to handle our problems and we sincerely appreciate that. We also have a number of other training programs, tool room apprentice training and things like that, but I think these two programs that I have mentioned can explain the Trane Company's position regarding WWTI's assistance.

Question: I have a couple of questions. Is the industrial engineering program available to people who are not employees of the Trane Company?

Answer: Very definitely.

Q: They can enroll?

A: Right in it. Actually, we're working right now to expand that program and I'm sure Bill will get in this at some later date but we had people driving as far as 60 miles from other industries to take the course. It will be expanded, I'm sure, to facilitate other industries even more and more but anybody can join.

Q: In the welding, which I believed you mentioned, is that an area where you are also engaged in some training?

A: Yes, we are, very extensively. I got a little clue sheet here that the welders train our people in all processes, positions, all types of codes. And I'll tell you something, I asked these guys, I said, "You guys tell me how much money this is saving, you know the Trane Company," and he said, "Let me put it to you this way, it's a very substantial amount." I can summarize it by saying that if we didn't have the welders trained at WWTI, we wouldn't be producing centrifugal machines. So I don't know what the dollar value is to us, but it's a tremendous asset in the community to have an organization like that.

Q: Do you hire an individual and then send him to the vocational school for the welding training?

A: Well, I don't know if I'll be able to get into all the specifics for you but basically what we do is upgrade the people that we've got. You know it's a tremendous thing to the employees. He'll start out as a basic assembler or whatever and he has the opportunity to go down to WWTI and upgrade himself to a welder. So our welders, especially our position qualified for coded type welding practices and processing, those people command the highest or one of the highest hourly salaries that we've got. So I would say basically it's upgrading the people that we have.

Q: How beneficial would a program be if you had a complete new set of machines that might take a month to accomplish the training or a couple months? Is the vocational school a logical place to do that in contrast to training within your own plant?

A: If we bought a big new machine line to machine housings or something like that, where would we train? What we generally do is train the people right on site or bring somebody in from who's ever making or who's ever manufacturing that line to train the employees as well as our people on how to run it. To spend, let's say, a million dollars or a million and a half dollars for some equipment or transfer line or something like that, we'll train people in house. Now if you get down to some of the more basic machining practices, he should have had that back here and that would have been done at WWTI and or in an institution such as that. In other words, he'd get the basics there and when we got him to the real heavy, complicated stuff, we'd generally bring in the manufacturing representative to show the people how to do it. I hope I answered that.

Q: You did. Now, these industrial engineering students, did they go to school on a part-time basis while they retained full-time jobs within Trane?

A: Yes, sir, they sure did. They went two to three classes at a time. They went at night for a three hour session, one night a week, 4 or 5 hours, depending if there was a lab or not. The majority of those people were already in the department; it also gave the hourly employee the chance to upgrade himself as well as the foreman. We had even a plant manager enroll in the course. So there was a real cross-section. See, the hourly man can enroll in the course as well and upgrade himself or make himself available. We have a promotion pool over here of people through that course. Thank you.

DAVID KLUMB, STUDENT, MARSHFIELD HIGH SCHOOL, MARSHFIELD, WISCONSIN

Okay, thank you. I'd kind of like to go over, first of all, some of the different vocational education areas in our school that are helping to train young people to get a job immediately after high school or to go on to a vocational-technical school. We have a business education department which has secretarial office and clerical office work. I know several girls who got a job as a secretary immediately after getting out of high school. We have a distributive education department which includes marketing and wholesale and retail advertising, and the first year they learn about the different things of marketing and the second year they get on-the-job training. They take a job that they want. The employer works with the students and help grade on how the student does, and the student gets credit for this plus wages. He gets on the job training after school; many students retain their job after graduation and keep right on working. In the trade and industry field we have the building industry. There's several different years of work. The first year, you learn general knowledge of tools, uses of them, and building different things. In their second year, they get specialized knowledge and the third year, they learn construction of residential buildings, commercial buildings, and, this year as a practical instruction, they're building a concession stand in our football stadium. Many of these students can immediately get jobs in the building areas of Marshfield such as our mobile homes industries. We have vocational drafting which includes mechanical drafting and they start out drafting simple parts of machines and continue up to a complete machine so that they can easily draw the complete assembly line and the working drafting of any machine. They also have architectural drafting in which they draw residential buildings, a planned landscape, and many of these students can, with two-year degree programs in technical school, get a job very easily. We have vocational metal work. It starts out with the first year just a general knowledge of metals and working up to the third year Capstone program. We have a small engine repair vocational education area, and there we start out on 2 & 4 cycle engines and we work on up to overhauling a complete car engine. This is really helpful because they can get jobs in service stations immediately after completing high school or go on to repairing recreation vehicles such as snow mobiles, chain saw, motors, and stuff like. We also have a small appliance repair course in school. They start out repairing small appliances, toasters, ovens, radios, televisions and then, as they progress, they get into the more complicated wiring. And this year, to add onto what the industrial class is doing, they're wiring the concession stand. So they get practical knowledge in wiring and the use of different tools in wiring so that on completing high school, they can go onto repairing different appliances and work different appliance stores. We also have a vocational agri-business field. This is the field I am interested in and I probably know more about this field than any of the other vocational education fields. In here, the first year, we start out with just a general knowledge course of FFA, parliamentary procedure, occupational experience programs, then we also have a unit course in soils and crop production. In our second year, we have animal science, meat production, dairy production, conservation. natural resources, ornamental horticulture, agri-business, and top it with a Capstone in farm management. Many of the students taking the full four-year course, topping it off with farm management, will be able to take a course or be able to start farming if opportunities are presented to them such as having the capital or being able to start farming with their father in a father-son agreement or renting or something like this. Because iwth all these courses, they receive a knowledge of farming that is definitely good enought to start, and if they want, they can also take short courses at the university or go on to technical schools. These courses also help students in getting work at cheese factories, field mills, meat processing plants, dairy herd improvement testing, farm construction, agriculture sales and service and greenhouse management. I know of kids who, upon completing high school, got into all these fields and some others besides. So I feel that vocational agri-business field is a very worthy part of the high school program. As I look at it, I am interested in agri-business and I took these courses in agri-business. Right now, I am a lot more interested in it than when I started. One of the things that is stressed in vocational agri-business is your occupational experience program. You work on it, you plan what you're going to do, whether it's a job or, in my case, it's crops, livestock, and forestry. We planned our estimated income, estimated expenses, and then during the year we worked on what we had planned. We kept records, complete records of all expenses of every kind that pertained to our program, and we also kept complete records of our income. We then had a net worth statement at the end. As you all know records are a vital part in any business and so this is something that helps with these occupational experience programs. Another thing, I was involved in FFA for the past four years. I am presently chapter president and I had the honor or privilege of going down to our national convention at Kansas City a week ago. Through FFA you learn a lot of things, cooperation with other members, leadership, and there's just so much to learn. I got to go to the Wisconsin Federation of Co-ops at Madison a year ago, I went to the Farm Forum at Stevens Point a year ago, and all these places you learn more and more. Without FFA, I could not be in any of these programs. Through FFA, the community is also helped because there's a Building Our American Community Program dn you do what you can for your community. There's been ski slopes developed and streams improved. We have a safety program that is promoting farm and industrial safety. We have a children's farm yard currently in our FFA that helps at our local fair, and it has the animals and the young in it and the FFA has been active in this. All this is through the FFA, along with FHA, DECA, FBLA, and Junior Dairyman's Association. These things are all part of your vocational education system.

Without vocational education support, these programs or these organizations could not be in existence because many of them require you to be in a vocational program in order to be in the organization. I plan to go into some form of forestry when I graduate from high school and I feel that vocational agri-business has helped me a lot because it's given me a new outlook. The conservation and natural resources course I took has given me a knowledgeable look at conservation, and other courses helped develop my interest in forestry and outdoors. Thank you.

Question: David, a few years ago, I was told that youngsters who couldn't achieve in the academic area were shoved off into vocational programs. It was a second-class kind of education. In more recent years, I have been told that that's changed, that the attitudes are very positive, there's a lot of pride in being able to get into those programs. What's your attitude?

Answer: People who know what they are interested in, like if they're interested in auto mechanics, they get into these programs, they learn from them. If they really enjoy them, they can go on, and the programs are limited right now in our school. We can only get so many kids in the program. In our wood industry class, we had to cut many kids out that wanted to get into it because there was not enough room for them. The same with auto mechanics, there's just all kinds of people who want to get in this class but they can't. There's just no room for them, and so, they have to go back to academic courses.

Q: We have the situation reversed now!

DONALD ENGLING, REPRESENTATIVE, DICK'S SUPER MARKET, PLATTEVILLE, WISCONSIN

I represent Dick's Super Market. We are an independent chain of super markets in southwest Wisconsin and I am basically concerned with the food service industry and the operation of the restaurant, delicatessen, and catering service in Platteville. My concern for vocational training comes in the form of being chairman of the high school advisory committee and coop work program for food service. I have offered courses in food service in adult evening classes. I have also employed students that have graduated in food service programs at Fennimore Vocational School. At this time, I see vocational training to be very crucial. People entering the job market on a first-time basis, such as recent high school graduates, are facing a very high unemployment rate. I see vocational training to be important to train or retrain people entering the job market in later years, such as housewives whose children have grown, widows who are forced to enter the job market, and the underemployed who at this time wish to increase their incapacity. Vocational training is also important already employed people. I'll make an example of myself. I have recently completed a six-week course in sanitation offered Fennimore Vocational School in conjunction with the Wisconsin Restaurant Association. The vocational school should supply a means for people to learn the skill that they can use in their everyday lives for profit or leisure, such as handicraft courses, accounting income tax, or something that they can use in their business if they're a private businessman or just enjoy life a little bit better. I feel the relationship of vocational training for food industry is especially important during these inflationary times. There is a definite need now for a more productive worker. The schools, by training a person to become more efficient in productivity, can increase our economy. There is a definite high turn over rate at this time in food service industry. I think the insurance and the food industries have a well-known saying that goes something like "any warm body will do." Vocational schools train people properly. I think vocational schools are very helpful to employers controlling the productivity of labor. It's due to high prices during this time in our country and the minimum wage laws. It's very hard for an operator to control actual food costs and labor costs. If personnel become more efficient because of training at vocational schools, the vocational schools have a major role to play in this area. It is my recommendation, at this time, that vocational institutes in the future (this is in relationship to the food service industry) should provide actual restaurant environments within the schools to give the student a more realistic working experience. They should present the students with a solid background and basic concepts of the food industry. Each operation needs the same general concepts to build upon, such as sanitation, cooking, recipe reading, waitress, waiters, costs control, portion control, personal appearance and customer relationships. It doesn't really matter if someone is engaged in the operation of a supper club, a family type restaurant, or fast food. Every eating establishment, especially in the State of Wisconsin, stresses high sanitation needs and their employees need to have a solid background in basic sanitation procedures. Every employer likes to have his customers treated on a warm, friendly, personal relationship. I feel that vocational training should get this across to their students, the major basic concepts. During this training, the student's job should be rotated to provide a complete picture of the restaurant operation. Unnecessary training should be eliminated, such as the making of fancy centerpieces for food show competition. I really don't believe that there is this basic, fundamental need. Now if a person gains employment after graduation and his employer has a need for fancy centerpieces, I think then the student should take it upon himself, with his employer, to go out and pursue this after he is employed in this establishment. In 13 years of personal experience, I have never had a request to turn a cow's tongue into a turkey for a centerpiece decoration. Make it understood to the student that he may have to receive additional training to meet his new employer's wants and needs. Each employer offers different services, they prepare their products differently, and they also have a general lack of equipment because of costs. The school generally has better facilities to work with. The student comes out of a vocational school thinking that his new employer prepares the food the same way that he was taught in the vocational school. They come out thinking that the employer will have as good as equipment as he learned on. Well, this isn't generally the case. A lot of times the student comes out of school thinking that they're just going in there and they're going to start working. They get into the actual work situation and they become quite disenchanted with their job. Therefore, in a short time, they may leave the industry. I feel the end result of this will be that a better trained student will know exactly what's expected of him when he gets into the working environment. The future will save on expensive training for the basic skills and the public will profit from the increased productivity and efficiency of the properly trained worker. Thank you.

Question: What type of courses should a vocational school, in your opinion, have in the extension type available to graduates for special training afterwards? I assumed you were referring to when they have to learn something specific for their employer?

Answer: Well, I think vocational school should present something like a sanitation course, a waitressing course. You could present a waitressing course in such a

fashion that you first set the water up, and then the menu, then you come back and make sure that they have coffee, certain basic steps. Now the only difference between what I expect and what the man down the street expects are my uniforms, no night club, I operate a family type restaurant. I don't want exquisite dining. And so when students leave the vocational school and go into a night club atmosphere, then their new employer can train them "look, this is very high class." Or they come into a fast food place and the employer says "Our primary concern is to get that hamburger across hot so that people you know, in and out."

Q: You are the chairman of the advisory committee for food service training for the high school program?

A: Right!

Q: What impact do you now have on the course curriculum and what impact do you think you should have?

A: Well, I think we have a very good impact. The advisory council is working with the curriculum coordinator. We've established a basic waitress program. We have put out some sanitation, not to a degree that I think something, like Fennimore should put out. We have a work-study program where the operation of a cash register is carried on at the school, and then these kids come out into jobs. I know the expectations of the program are very good. We have 12 people in the program that just started this semester and 10 of them are already placed in employment.

RICHARD DAY, CHAIRMAN, EDUCATION SUB-COMMITTEE, WISCONSIN WINNEBAGO BUSINESS COMMITTEE, WISCONSIN DELLS, WISCONSIN

Good afternoon. What I'll try to emphasize are the problems that the Indian student faces as he tries to go on to higher education. The one big major problem we have is a cultural difference. We realize we're behind the times. To go right into the whole problem, our high school students are totally not prepared for higher education. We've got to go lower than the high school education and go on into the lower grades or middle school to try and bring up the academic viewpoint of our young people. It seems as if in the lower grades, in K through 6, our young people have high ideals of school but beyond that, their ideals of school seem to just fall off. And when they get beyond high school, we lose a sense of value. Our value system is totally different than the average American's is today. So we have to look at the whole, overall problem in the value system of our people and a big problem is our counseling. We have inadequate counseling in high school. So our educational committee of the Winnebago Tribe has to sit down and we're going to have to work on this problem. We face a big problem. We've never really looked into this problem as we are today. We're behind the times at least 20 to 30 years as far as education is concerned. And there's many ways that we can approach the problem, but we've got to find the right way to approach it with the present system of education being the way it is today. I find that many of our young people that have gone into vocational schools do have money that comes from the Bureau of Indian Affairs. But with our value system the way it is, before their time for the next check has come, they are broke by helping other people that need money. What do they do? They dropout. We find that there's a big drop out rate in every high school. From the years 1961 to 1971, the high school drop out rate has dropped, I'd say in some areas, 100%. So we have many, many problems, but we're going to try to work these out ourselves. We have now five people employed in education for our people from a grant from the CETA Program, and we hope to get more money next year to try work on these problems. We're not going to try and ask for help from the local people, but we will try to help you make our people better students. We're not asking for any handouts from anyone, we'll try to do this on our own. We realize what the problems are and we will work on the problems, but if there's any way that you think we could help out our students in any of your schools, whether it be from a middle school or high school or vocational school or school of higher education such as the universities, we'd like to be in on that. Because we're going to, from now on, follow our Indian students from the time that they get out of high school all the way through their higher education. We're going to be there to counsel them. We're going to be there to find out what their problems are, if there are any problems, and try to work on these problems so that they will finish their higher education. We've got too many drop outs. It's about time we learned that we have to live with the average American, that we have to go out and earn that buck like anyone else. These are some of our problems that we face today. And talking about this school at Black River Falls, I think the major portion of these people that did take that course dropped out. And we'd like to know why they dropped out. So we're going into that area to find out why they dropped out. Is it something that was just handed to us or was it something that was given to us with the idea that it was going to help us or is it something that was going to help them federal funding? As you know, minorities do get a little money from the Federal government for vocational training schools, universities, and so on. Now we are willing to help out in any way possible. We're just new, we just started a year ago, but we're looking at all these problems and we're going to try and face these problems face-to-face and, rather than try to work around them, we'll try to work with them. And we hope within the next five years to upgrade our learning. We'd like to know ourselves why these things are happening to our young people. I have eight children myself and I have only two that are going onto higher education of the eight, four that are out of high school, and two in grade school and two in high school, and I hope they go onto higher education. But what does it take for the Indian to try and bring his young people to learn that he must get out there and make that buck to get along in today's world. That's we're trying to study today. Thank you very much.

Question: Yes, have you experienced any participation on the part of your students in preparatory programs by the individual vocational school? That is where a particular student has a difficiency that is holding him back or causing him to drop out that could possibly be handled to a one-to-one teaching situation in sort of a learning center?

Answer: I think it goes much deeper than just trying to find out what his problem is. You must go back. First of all, it seems like many of our students are taking courses just to be taking courses, and we've attempted to try to work with our young people on a one-to-one basis up to a point. We haven't got the money to have someone in the field at all times but from now on we hope to have enough money out of different programs so that we can go to different institutions of higher learning and try and have someone there at all times that can be available to these young people to bring out their problems so that these problems can be taken care of.

Q: Are you essentially trving to work as an Indian Committee to solve problems within your tribe or do you have some relationship with the other tribes within your tribe or do you have some relationship with the other tribes within the State?

A: We do belong to Great Lakes Inter-Tribal Education Committee but possibly next year yet, we're going to drop out of Great Lakes Inter-Tribal Council seeing that their problems are a little different. Each community has its own problems and what we're trying to do is to mesh all of our five major Winnebago communities into one, starting this Saturday which will be the second meeting to find out what the problems are and work on them and bring out our priorities as to what the major problems are and then go from there.

Q: Now you said something in your comments that I'm not sure I heard correctly but let me tell you what I thought you meant. That the Indian community is concerned about the problem and it is anxious to do something about it?

A: We're going to do something about it.

Q: And beyond that, you are anxious to do something within the Indian community. Now I am wondering whether that means you are going to try to go it alone or whether you're going to try to develop contact with the advisory committees in the vocational system and maybe get Indians on the groups that can have some influence about courses and curriculum? Maybe you could comment on that.

A: Yes, as I said, we're just new and we're just making contacts now. We have three people in the field now to contact schools of higher learning, your vocational and technical institutions, your factories that will take OJT people, and almost any type of educational program. Our programs are now geared for more or less adult education. Next year we hope to go down from the K through 12, but we certainly would like to work with anyone to upgrade the education of our youngsters. Thank you.

GERALD MIKUNDA, LOCAL VOCATIONAL EDUCATION COORDINATOR, COOPERATIVE EDUCATION SERVICE AGENCY #11, WHITEHALL, WISCONSIN

The cooperative of five small rural schools in Trempealeau and Jackson Counties was organized in 1968 to provide vocational education for the high school students pertinent to the employment opportunities of the local community and State of Wisconsin based on current and future employment trends and needs. I will focus my remakrs today on three themes: 1) The purpose and objectives of a five school vocational cooperative. 2) The effect of the Vocational Amendments on the current programs. 3) The areas where more progress must be made.

The Purpose and Objectives of the Five School Cooperative. The Cooperative Vocational Project had, as its purpose, the following goals: (1) to offer vocational preparation to students of the schools participating, (2) to broaden the educational opportunities for the student, yet allow each school to retain its individuality, (3) to avoid duplication of course offerings by the participating schools, (4) to avoid costly facility duplication, (5) to utilize the skills of specialized instructors more fully and (6) to develop and maintain total comprehensive school curriculums. Objectives: The high school vocational program will:

1. Assist students in preparing and planning career objectives to meet the individuals' present and future needs.
2. Assist the student in finding relevance through the comprehensive educa-

tional program based on individual career objectives.

3. Prepare the student with job entry skills based on competency rated curriculums established by labor, management, education, and the consumer.

4. Provide the foundation for the student to pursue upon high school graduation or termination (1) basic employment in an individual career area, (2) enter an apprenticeship program, (3) continuing education at the vocational technical school, evening extension program, or baccalaureate college.

5. Prevent high school dropouts by providing education based on individual needs through innovative educational methods.

Effect of the Existing Vocational Amendments. The present amendments, primarily the financial funds, have had considerable impact in assisting the schools within the cooperative initiate vocational programs. However, due to rising costs and the failure of substantial increases in funds, the establishment of needed courses has been curtailed with existing courses reaching a plateau.

Six Year Follow-Up of Vocational Capstone Students.

	Number Served	Entered Career Area	Entered Voc. Tech. School	Entered College Related	Unknown or Unrelated
1969	48	15	16	12	5
1970	67	32	21	7	7
1971	122	69	37	10	6
1972	158	73	57	14	14
1973	198	98	74	12	13
1974	223	95	111	13	4

75% of dropouts have returned to complete high school; 75% of potential dropouts have been prevented (this number is estimated as potential; shows characteristics only and does not physically drop from school.); 65% of the students enrolled in a Capstone course express, and have demonstrated a positive attitude change toward the educational system; 15% express or demonstrate no change; 30% state that career preparation would be different if the cause or program suited to their individual needs were available; 15% are committed to baccalaureate education and express little interest in a Capstone course.

Concerns Effecting the Maintenance and Future of Secondary Vocational Education. Financial: there is a need for more vocational funds being made available to the local school districts for the establishment, maintenance and addition of new curricular offering, through more Federal support and established State aids of a categorical nature. The five school cooperative has spent to date $250,000 for new course capital outlay, of which an average of 40% or $100,000 has been received in vocational aids. 1/5 million has been spent in instructional salaries, with $50,000 being received in vocational aids. 2.5 million has been spent in constructing vocational facilities with no vocational aids received. Certified Staff: there is a need to develop more uniformity on the part of the Department of Public Instruction and Board of Vocational Education for certification standards, as well as the teacher training institutions. This would provide a source of qualified instructors better prepared to instruct in relevance to the world-of-work and competencies needed for continuing education. Inservice

Training: a state-wide plan needs to be better developed and financial assistance provided for inservice training. In its present state, inservice training is, at best, a stop-gap measure and locks the continuity needed for continuous growth. Cooperative Capstone Courses: a means needs to be devised for more students to receive cooperative work experience. Currently, many employers are willing to give of their time, facilities and staff to train students but cannot utilize the additional salaried help, even though employment openings are available throughout the State and Nation. Placement: funds need be made available for the establishment of an area and statewide placement information system within the school system.

Question: Is the financing completely handled through CESA?

Answer: Our five schools have formed a cooperative within CESA 11. The financing of the inner school courses is done through a contractual basis with CESA 11. However, this still becomes a financial burden, not a burden to us because we do see good results, but to the local districts as CESA does not have the funds to hire or pay the bill and provide the service. It still comes from a local independent district who utilizes those funds, but it has gone through a contract through CESA, yes.

Q: Now, the 2.5 million dollars for vocational instruction and vocational facilities, was that by the individual school?

A: This was by the individual schools. We have several vocational facilities within our five schools that have been built and constructed based on the need that we had no existing facility that could be remodeled. There's been an enormous thrust forward in vocational education within our five schools, and this was not specifically built to serve the Capstone course exactly. We have to have feeder courses. We have to develop exploration types of courses for our students prior to their entering vocational Capstone course.

Q: Now as I understand your program within the five schools, you have an interchange of students between the schools. Is this right?

A: Right. We have five schools that happen to be geographically located very close to one another. We're within five to 10 miles from each district. It works well for us, and we have found a high degree of success with five independent school districts working as a cooperative. This is probably an answer or a solution to the problem for some of the districts. However, if we look through our rural area, the geographic location, the distances apart from many of our districts, it isn't possible to form a cooperative. A cooperative will never solve 100% of your problem. It is never going to set a situation up that will be free of financial responsibility. Through a cooperative effort, you can offset and bring down your financial responsibility by utilizing your existing facilities to a greater extent and utilizing your specialized faculty members to a greater extent.

Q: Now, among your faculty members, do you have members of your faculty that also teach within your high schools in other areas? I mean, are they part-time as far as the vocational subjects are concerned?

A: Some of them are part-time. We have quite a few that, due to our cooperative, due to the number of students interested in a specific subject area, are full-time instructors. Automotive mechanics and meat industries would be two examples where instructors are employed full-time to serve the students in that particular subject area throughout the school day.

Q: Are you the only cooperative within your CESA?

A: There is another one established which would be to the south of La Crosse; and I believe it's three to four schools that will be cooperating in that area. We're the oldest in CESA 11.

Q: I see in the La Crosse schools, they're doing some of theirs through direct contract with the vocational school, is that correct?

A: Yes. In the La Crosse schools public schools, there is a contractual arrangement made with the vocational-technical school. We have done this ourselves in our area in the health occupations. Due to problems with certification and approval of curriculum for the health occupations introductory area, we have gone to a contractual arrangement with the vocational-technical school. Now the vocational-technical school is receptive to the contractual agreement, although we lie 45 miles away from the home school which is in La Crosse. It becomes geographically and distance wise much harder.

Q: Did you transport students or personnel?

A: The personnel existed within our community and were hired to serve our students and offer curriculum which was piloted last year by the vocational-technical school. We are having a problem now to fulfill this contract due to the lack of personnel.

Q: A previous speaker referred to some certification problems that possibly should be a consideration, permitting secondary schools to follow some of the practices of the post-secondary schools as to personnel.

A: As it now stands with the certification and licensing procedure, we cannot readily use a person who is not a fully licensed, baccalaureate degree secondary teacher. Yes, we feel that this could be a benefit if these rigid guidelines were lifted to give more flexibility.

Q: In your cooperative arrangement, I am assuming that you tried to establish some control over the type of curriculums that might be developed in any individual school. If it's being offered somewhere else, you'd encourage transfer. But does a school still have the right to establish a curriculum if it wants to do so outside of the cooperative agreement?

A: Any of the schools is an independent district. It can establish a Capstone curriculum on their own specifically for their own students. We have an example of the largest school offering a curriculum in business education of a vocational Capstone nature. Due to the local interest of that school, it has no room to serve students from the other schools. You asked if it isn't most feasible to offer it to your own students, my services are available and I will assist that school on establishing such a program. But in areas where we have students with

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a definite need, a definite interest, but the individual school lacks the numbers to justify the expensive equipment, additional physical plant, and the additional cost of the certified vocational instructor, we pool our resources, our student numbers, go together on the costs of the equipment and the costs of the instructor to see that this is offered to the student to meet his individual needs.

Q: I'm curious about Alma Center, for example. It doesn't show any Capstone curriculum in your chart. Are they therefore required or is it essential for them, to refer students to the other schools close to them?

A: I should have stressed here, you look at the cover page it will tell the schools that I serve. I serve the public schools of Arcadia, Blair, Independence, Taylor and Whitehall, independent public school districts. I do not serve Alma Center.

EARL MIHLBAUER, LOCAL VOCATIONAL EDUCATION COORDINATOR, COOPERATIVE EDUCATIONAL SERVICE AGENCY #15, MADISON, WISCONSIN

The concerns presented in this paper are in response to the hearing's two-fold purpose, (1) assess the impact of vocational education in Wisconsin, and, (2) formulate new or revised legislative proposals for vocational education, both on the national and state level.

1. Is the comprehensive vocational education program viable in 1974 for the school district with a high school population of less than 400? (For definition see LVEC Handbook 1-7). I feel it is not and that the state must find more suitable alternatives if it is to meet the 1974-78 state plan objective of providing vocational education opportunities to all Wisconsin Secondary School youngsters.

2. Present funding levels - The 30-40 percent funding on regular capstone programs is not adequate to stimulate new program development in a period of tight money and a declining economy.

3. In 1974 there is still a real confusion on the part of the public as to the role of the VTAE and the secondary school in providing vocational education. This role needs to be clarified if future funding is to be adequate to complete the vocational education tasks. I encourage the committee to strongly seek state funding for secondary vocational education, the result is evident in Ohio.

4. In terms of federal legislation, my districts feel that vocational education has lost its ear to our State Congressmen in Washington.

5. Presently the 13-18 year old age group who does not conform to high school standards finds few vocational education alternatives available to him. The State of Wisconsin needs alternatives for these youngsters either at a VTAE or secondary vocational-technical training center.

6. Present funding does not encourage VTAE-secondary articulation. It seems funding interlinkage for competency development would assure the youngster of some continuous program.

7. Chapter 90 of the State Statutes sets forth the schools role in student placement. (See P.L. 8.01 121.02 School District Standards.) Public schools have long provided continuing education placement, future legislation should have provisions for occupational placement for the terminal student with corresponding resources to complete the tasks.

8. Compulsory education to age 18 is a responsibility of the secondary school. If this concept becomes a legislative reality in Wisconsin, then the secondary school task to provide vocational education will be compounded ten fold

from today. Correspondingly, more funding assistance will be needed with fewer categorical attachments.

Question: Mr. Mihlbauer, could you elaborate a little bit on your statement about where the difficulties of contracting exist?

Answer: Getting students into the vocational-technical districts who are not 18 years of age or high school graduates we have found to be extremely difficult. I'm alluding to that 13 to 18 year old group. There seems to be some lessening or reduction in that requirement. However, the student then takes potluck. If there's a program that he's interested in and it's full, then he has no alternative, he can't get into it. But he could take something that may be available and we have had two students in one of my districts who were dropouts and we have been working with them. We've been able to get them into some alternative programs at MATC, but it's not necessarily what they want.

PAUL SPEIGHT, SPECIAL PROJECTS CONSULTANT, BUREAU FOR CAREER AND MANPOWER DEVELOPMENT, WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION, MADISON, WISCONSIN

I have been asked to comment on the impact that Part C and D, Research and Exemplary funds under the Vocational Amendments, have had on Wisconsin Vocational Education. As you already know, the Department of Public Instruction receives approximately 40% of the Part C and D money received by the State of Wisconsin. For fiscal 1975, this amounts to approximately $79,000 for Part C, Research, and just over $61,000 for Part D, Exemplary. We received our first exemplary money in fiscal 1970, and our first research money in fiscal 1971. The six year total for research is $442,580 and $351,068 for exemplary. During this six year period, a total of 34 research and 24 exemplary projects have been funded with VEA Part C and D money through the Department of Public Instruction. The majority, or 26 out of 34 projects funded with Part C, Research money, were either direct or indirect grants to various schools in the University of Wisconsin system and have dealt primarily with either research studies in vocational education, evaluation of existing vocational programs on a statewide basis, or the development of curriculum. The balance of the research funds and the majority of the Part D, Exemplary money was granted to local education agencies from all parts of the state in an attempt to establish models and demonstrations in various areas of vocational education, career education, and guidance. While some of these projects were placed with individual small schools, preference has been given to funding projects which serve either clusters of small schools through CESA Agencies or other cooperative arrangements, or to larger population centers such as Milwaukee and Racine. In this way, an attempt has been made to reach the maximum numbers of persons with the limited funds available. Grants made to individual, small schools have usually been made to test various career development or vocational education possibilities which would be readily transportable to other schools. Research and exemplary funds are considered high risk money. Not all projects which received funds resulted in substantial contribtuions to the art. However, even these projects should not be considered failures, since some of these demonstrated that under a given set of conditions, a particular idea or approach may not work. However, the vast majority of the funded projects resulted in positive contributions to vocational and career education. During the first five years of funding, the major thrust for exemplary, and to some extent, research funds was in the area of guidance, career education, and career development. In all, 7 research and 19 exemplary projects were funded in this area. The major result of this effort was the development, testing, and implementation of the

Wisconsin's, K-12 Guide for Integrating Career Development into Local Curriculum. This publication has received national recognition, serving as the basis for much of the material which has subsequently been disseminated on career education by the U.S. Office of Education. Further evidence of Wisconsin's standing in this area is found in the direct funding by the U.S. Office of Fducation of four major research and demonstration projects in career education centered in Sheboygan, Eau Claire, Wausau, and La Crosse. This has brought approximately $1,500,000 in additional federal funds into Wisconsin to support these projects. These have been designed, primarily, to provide models for an articulated, K-Adult, career development program. Other major thrusts within the career development and guidance area were support for in-service workshops for teachers, career information programs such as a guidance materials center for Milwaukee and partial funding for the NEWIST Radio and TV project in Green Bay, and five mobile vocational guidance laboratories bringing much needed guidance and career development services to clusters of small schools in some of the more isolated areas of the state, particularly in CESA Areas 1, 4, and 5, located in the Northwest part of the state. Projects designed to research the curriculum needs in agriculture education, home economics, industrial education, health occupations, business education, and distributive education have resulted in major revisions or additions for these disciplines. Of particular note is the Interstate Distributive Education Curriculum Consortium, a cooperative effort by 11 states to develop a completely individualized distributive education curriculum. This effort was organized by Wisconsin and the Wisconsin share of the cost supported with research funds. The housing and operation of this effort was in the Department of Public Instruction, thus bringing the recognition and support for the project to our state. Until last year, or fiscal 1974, there was little effort on the part of the Department of Public Instruction to identify specific targets for research and exemplary funds. The major exception to this was the activity in career education. The result was that many projects were funded in an attempt to solve a local problem, or to replicate activities being carried out in other locations. Starting last year, we have established a funding policy in which the consultative staff identifies specific target areas for research and development. Suggestions and proposals from local educational agencies and other outside agencies are then reviewed to determine if any of them could be adapted to meet the established guidelines. If proposals are not available to meet the criteria, we then go to the appropriate agencies with requests for proposals in order to more nearly meet the criterial set up by the DPI staff. In this way, we are attempting to achieve greater impact on perceived problems in vocational education in the state. It should be noted that many of the projects I have described have been joint efforts of the State Board of Vocational, Technical and Adult Education and the Department of Public Instruction, particularly where one of the major objectives was to provide articulation between the secondary and the post-secondary school systems. Since additional testimony concerning the use of Part C and D funds will be presented by the VTAE, I will conclude at this point and will attempt to answer any questions the committee may wish to ask. Thank you.

Question: In your closing comment here, you indicated that many of the research efforts have been joint efforts between the State Board and DPI. Is there any attempt to coordinate the use of this research mone- with that spent by other groups, such as the State Advisory Council which has some money that has been put in research, too?

Answer: I think, maybe, Mr. Krogstad, from the State Board could answer that since the funding comes through them rather than directly to us, and I really don't have

SPEIGHT

much knowledge as to how much coordinating has been done in this. And I think Mr. Krogstad will be testifying later so perhaps he can answer the question at that time.

ROLAND KROGSTAD, VOCATIONAL EDUCATION CONSULTANT FOR RESEARCH, WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION, MADISON, WISCONSIN

I. Under Vocational Education Act of 1963, P.L. 88-210.
The Vocational Education Act of 1963 authorized under Section 4 (c):
"(c) Ten per centum of the sums appropriated pursuant to section 2 for each fiscal year shall be used by the Commissioner to make grants to colleges and universities, and other public or non-profit private agencies and institutions, to State boards, and with the approval of the appropriate State board, to local educational agencies, to pay part of the cost of research and training programs and of experimental, developmental, or pilot programs developed by such institutions, boards, or agencies, and designed to meet the special vocational education needs of youths, particularly youths in economically depressed communities who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education programs."

The Federal funds received by the Wisconsin Board of Vocational, Technical and Adult Education under the above Act were expended as follows:

FY	Amount	Use of Funds
1966-1967	$50,000	- Administration of Research Coordinating Unit (RCU) - Four small grants for curriculum development (Ammonia Refrigeration, Mechanical Design, Canning Maintenance) and Vocational needs of native Americans.
1968	$38,556	- Administration of Research Coordinating Unit - Three small studies of English Program, dropouts, adult basic education
1969	$42,005	- Administration of Research Coordinating Unit - Seven small grants in curriculum development, multi-media, evaluation, quarter system, student characteristics.

Summary of Objectives and Activities. The Departmental Research Center (RCU) of the Wisconsin Board of Vocational, Technical and Adult Education was approved to begin January 3, 1966, and continued operation under a contract plus a contract extension to September 30, 1968. It is located in the state office of the Wisconsin Board of Vocational, Technical and Adult Education. During this period a field support for administration of research and planning was established in 15 of the VTAE districts. The general objectives of the RCU and district research administrators were and still are to stimulate, facilitate, coordinate and disseminate research and related activities in vocational-technical education in the state. Major issues and problems were identified and given priorities for further detailed study. These include teacher education and leadership development, follow-up procedures, organization and administration of newly formed area vocational, technical and adult education districts, present and emerging occupations, information for program planning and development, and long-range planning. Major activities were concerned with stimulating occupational education research projects within local schools and districts, State universities and the Center for STudies in Vocational and Technical Education at the University of Wisconsin. Several seminars and workshops to upgrade research competencies of state and district staff were conducted. Consultative services were given to state staff, graduate students and local school personnel in diagnosing needs and developing proposals. The coordination of occupational research was affected through participation in pertinent conferences, meetings and seminars involving vocational educators and personal contacts with the existent research leadership, employment service personnel and other individuals and groups. The staff worked through the Research Committee of the local vocational school and district Director's Association, the Coordinating Council for Higher Education, Stout State University, University of Wisconsin, Center for Studies in Vocational-Technical Education, UW-Extension, Department of Public Instruction, State Department of Administration, State Department of Health and Social Services, Marquette University, and other groups. A study of Research Needs in Vocational-Technical Education was conducted in 1966 through the Graduate School of Stout State University. Staff served on several inter-agency committees. Meetings were held with RCU staff of neighboring states to explore cooperative projects. Dissemination of research and research related information was developed through use of newsletters and quarterly reports. The purposes of dissemination and the development of a research consciousness among associates in vocational education were furthered by means of seminars and correspondence. A library of research findings in vocational education was established, which includes both original hard copy materials and ERIC microfiche. Equipment was installed to duplicate microfiche upon request. The staff of the RCU participated in a number of State and national seminars, workshops and conferences in both vocational education and educational research. The benefits gained were disseminated through state and local in-service educational seminars. Over three hundred surveys and projects were completed or commenced operation during the report period. Most of these were funded through local or other sources of funds. Many of these were occupational skill, occupational opportunities, and occupational education needs surveys. A cross-index of occupational D.O.T. numbers and Office of Education curriculum number system grew out of Project VISION. In summary, the Research funds had made an impact in Wisconsin.

II. Under the Vocational Education Amendments, P.L. 90-576

The Vocational Education Amendments authorized federal funds for research to the states under Title II, Part C, Section 131 (b):

"(b) The remaining 50 percentum of the sums available to each State for the purposes of this part shall be used by its State board, in accordance with its State plan, (1) for paying up to 75 per centum of the costs of the State research coordination unit, and (2) for grants to colleges and universities, and other public or non-profit private agencies and institutions, and local educational agencies and contracts with private agencies, organizations, and institutions to pay 90 per centum of the costs of programs and projects for (i) research and training programs, (ii) experimental, developmental, or pilot programs developed by such institutions and agencies and designed to meet the special vocational needs of youths, particularly youths in economically depressed communities who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education programs, and (iii) the dissemination of information derived from the foregoing programs or from research and demonstrations in the field of vocational education, which programs and projects have been recommended by the State research coordination unit or by the State advisory council."

The federal funds received by the Wisconsin Board of Vocational, Technical and Adult Education under the above Act were apportioned forty percent (40%) to the Department of Public Instruction and sixty percent (60%) remaining with the State Board. The State Board expended funds as follows:

FY	Amount	Uses of Funds
1970	$ 15,913	- Administration of Research Coordinating Unit (RCU) - Administration of ERIC Information System
1971	$235,951	- Administration of RCU and ERIC Information System - Thirteen research grants in areas of manpower study in SE Wisconsin, industrial safety programs, dropout study, disadvantaged, individualized instruction, private school offerings, follow-up of marketing students, validation of job functions, tasks, competencies.
1972	$116,509	- Administration of RCU and ERIC Information System - Forty-three grants including 15 continuation projects in the areas of validation of job functions, tasks, competencies in mechanical design, electronics, auto mechanics, secretarial science, barbering, differentiated staffing, transfer students, assessment of living skills, handicapped, manufacturing processes, career preferences, research priorities, advisory committees, and others.
1973	$126,321	- Administration of RCU and ERIC Information System - Thirty-two grants including 11 continuing projects in the areas of instruction for rural disadvantaged, manpower needs, computer augmented accounting, services to disadvantaged and handicapped, recreation needs survey, learning styles, task analysis, evaluation, competencies in food service, mentally handicapped courses, educational needs of PT call staff, and others.
1974	$126,007	- Administration of RCU and ERIC Information System - Twenty-eight grants including six continuation projects in areas of evaluation of civil structural, architectural, and metals curriculum, career education, general education integration, health occupations survey, cost-benefit studies, and others.

Research projects administered by the Department of Public Instruction are indicated in a separate report. The activities commenced under the Vocational Education Act of 1963 continued under the Vocational Education Amendments of 1968. Research problems were re-identified and priorities reviewed and re-established. Currently, there are over 80,000 research, curriculum and other documents on microfiche in the RCU resource center. Approximately 150 microfiche are duplicated and disseminated monthly to local districts and other users to assist them in developing new curriculum, individualized instruction strategies, evaluation, administrative policies and solving other problems. All research and exemplary projects require preparation of a final descriptive report. Twenty-five copies are prepared. Semi-annual reports of activities are disseminated to local districts and to USOE. Impact was achieved through dissemination of results to USOE, Educational Resources Information Center (ERIC) and to education personnel in the district, to other districts and outside of Wisconsin. Results were also disseminated to university and state department personnel in and outside of Wisconsin. Vocational education personnel have visited many of the projects and have used or implemented many of the products or processes developed in the projects. The findings have been used to improve approximately 30 vocational education curriculum affecting an estimate 9,000 students including several hundred disadvantaged and handicapped persons since 1966. An assessment study and report of impact of research and exemplary projects is being prepared by the Center for Vocational and Technical Education at Ohio State University during the Fall of 1974.

Question: According to the quote in your paper from the Vocational Education Act of 1963, the research funds were to be used to meet special vocational education needs of youth, particularly youth in economically depressed communities who have academic, socioeconomic, and other handicaps. Do the Amendments of 68 contain that kind of direction, that language?

Answer: Not this specific. The language in the 68 Act says something like this, more for experimental projects, research and training projects, experimental, developmental, or pilot programs, developed by such institutions and agencies designed to meet the special vocational needs of youth, particularly youths in economically depressed communities who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular programs and also for the dissemination of information derived from these projects and so on. We have funded projects to find out what the needs of the handicapped are and the disadvantaged and also how do people learn. One of those first studies was in the Menomonie County area for Indians.

Q: Would you hazard to guess the amount of the total money available which has been spent directly in research toward those particular youth?

A: I'd have to look at the detail list of the projects, but I'd estimate at least 25%, or possibly even up to 50%. It's hard to identify. We fund projects which effect everybody, including disadvantaged, and it's hard to delineate how many disadvantaged are in some of these projects.

Q: I think you stated that your principal emphasis has been on applied research. Do you feel that that is a mandate of the law or has that been an administrative direction that you've taken deliberately?

A: Well, given the funds available, $120,000 a year, we feel that there are enough problems to be solved without using up all the funds on basic research. Our theory was in the beginning, our philosophy was to spread out the funds to plant seeds to stimulate research in all of our districts for the first two or three years. Then depending upon their capabilities and so on and their interest, we funded fewer projects generally as time went on and hopefully we're going to fund fewer projects so we can create more impact on a statewide basis from now on. We're going to review our priorities this year. The review of these priorities are through the research committee of the administrator's association, and we use local input to help determine priorities. Now did I answer your question?

Q: Yes.

Q: I wanted to ask you to comment on my question of the previous speaker about the some mechanism for coordinating research conducted by the State Board, and DPI, and others in this field. Is there any mechanism to do that?

A: Yes. All copies of proposals that are being proposed must come through our office and go up through the USOE Region and through the Federal government and then they come back in reports. Also, the final reports of projects are funneled through our office and up through region to Washington and they are published in the national report and come back down to us and go out. And we look at these, and we serve on liaison committees with the Department of Industry, Labor and Human Relations, and the Department of Public Instruction and we get the reports of the centers of their activities, and they get our reports. We send out our reports to all our districts and to DPI. So we do have mechanisms and reports. We publish an annual newsletter of the summaries of findings. Semi-annual reports of activities are required. It used to be quarterly reports, but now they are semi-annual reports and we ask all of our districts to send to us their activities and we put it in a report and send it to Washington and it comes back down.

EUGENE LEHRMANN, DIRECTOR, WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION, MADISON, WISCONSIN

As State Director of Vocational, Technical and Adult Education, I am pleased to have this opportunity to attend this hearing. Our programs must effectively meet the needs of those individuals that are the consumers of our educational product! We must know how the student and the employer feel we can meet their needs for training and a skilled work force. That is the mission of Vocational, Technical and Adult Education as mandated by the State Legislature. Wisconsin is unique in that we had a program of vocational education before the Federal government enacted legislation in 1917 to foster and promote vocational education programs throughout the country. Federal funds have been used for innovative and exemplary programs - seed money, if you will. Many of the pilot programs, initiated through the use of Federal funds, have demonstrated their excellence and have subsequently been supported by state and local funds. Set-asides provided for in Federal vocational education legislation have also provided an incentive to many of our districts to develop and extend their offerings for the disadvantaged and handicapped, thereby making educational opportunities available to all of our citizens. One of the problems we have had in the past will, I believe, be corrected by the Congress this year. Many years we have had to operate on a continuing resolution budget of Federal funds, not being sure how many Federal dollars we could expend. I understand the new education budget now being considered by Congress will provide for funding for one year in advance on major education programs so that local school districts will know how to plan and can intelligently estimate what problems they will face in budgetmaking. Recently a great deal of attention has been given to the subject of tuition. Comparisons have been made of the costs involved in attending vocational-technical schools and other post-secondary higher education institutions, and I believe these comparisons are unrealistic. Traditionally since the inception of the program, vocational education has been a workingman's institution, offering educational opportunities to persons who come from our lower socio-economic backgrounds. In my opinion, the best way to remove the barriers keeping citizens from continuing their education is to have a tuition free system of post high school education, at least for the first two years. Since 1890 we have had free high school education. Everyone is aware of the great technological changes this country has experienced in recent years and the demands that have been placed upon young people in order for them to enter the world of work. The suggestion that the cost of vocational education be shifted to the student or that he be required to make repayment upon employment will, I believe, cause a significant number of young people to make a choice not to get post high school education. This will result in those kinds of special education programs that cost much more - those where the student is paid to go to school and paid a stipend as well. One theme that has run through all the testimony of students appearing at the three Advisory Council hearings held to date, has been the fact that they would find it extremely difficult and in many cases impossible to attend school if they were faced with tuition charges, and that adequate resources were not available to them. In some of the programs, fees alone run as high as $400 a year. These kinds of fees and charges, in addition to tuition, would be prohibitive.

Question: Do you believe that the federal government will make the appropriations suffidiently in advance?

A: Yes, I think that there is a strong move in the right direction now for funding so that we will have appropriate lead time to carry on our educational activities. You know the problems we have with funding. One year it was eight months late, and then to have an audit report that says why didn't you do better last year in using those funds is kind of a ridiculous thing, it really puts us in a very awkward position to say the least.

Q: It's rather wasteful.

A: Yes, indeed it is. And we have consistently complained about it at the federal level. Maybe now with this new proposal things will change. I'm not very happy about the fact that they are talking about October 1 fiscal date. Good grief, if you think we have problems now in reporting, you try and figure out how we're going to calculate the cost of education when we have school starting on September 1, most of the students enrolling on September 1, we have a fiscal date starting on October 1, and you collect your taxes starting on January 1 in your local districts from property taxes. You try and figure out how we're going to report on that on a cost basis and some of the other calculations that the Federal government and the State government would like to have. I guess I'd have to say that I would be very strongly in favor of us continuing our reporting system on our present fiscal year, July 1 to July 1. It makes sense as far as education is concerned. Thanks fellows, I appreciate all the time, Clare, that's been taken on your part and the members of the Advisory Council's part to hold these hearings. It's going to be very helpful to us.

Question from the audience: Yes. Could I ask you a question? It pertains to some of my concerns and I think it is a concern of all schools. I don't know if you're in a position that you can freely speak on this or not. Has the legal obligation of the State Board on the 16-year-old ever been completely clarified?

A: As far as the State Board is concerned, has it been clarified? Yes. In terms of the 16-year-old that's legally out of school, is that what you're saying?

Q: Let me put it this way. Let's imagine a situation. If I'm a 16-year-old and

LEHRMANN

I go to one of the technical schools and attempted to enroll, and if I'm told I cannot enroll because I'm 16, has it ever been legally clarified?

A: Now where does this person live? That's the first question I'll have to ask.

Q: In the State of Wisconsin. In the district.

A: Oh, in the vocational-technical district. We have the strange situation in Wisconsin where we have two compulsory laws, one for a high school district in which we have a vocational-technical school, like Pewaukee School District. The attendance there is 18 years of age, and a student is required to be in school, in high school now, under a high school jurisdiction, until 18 years of age. If that student lives outside the Pewaukee School District in Waukesha County and he or she is 16 years of age and comes to the vocational-technical school, that student must be enrolled by the vocational-technical district. No if, ands or buts about it. That's the simple answer to the question. Now if he lives in the Pewaukee School District, then the Pewaukee School District, if they want that service from the vocational-technical district, must contract for that service. But anybody who's ever come to Gene Lehrmann as State Director and said, "Hey, I know a 16-year-old that lives at Wisconsin Dells that wanted to get into Madison Area Technical College and he couldn't get in there." "They refused him because he wasn't 18 years of age or wasn't a high school graduate." If they informed me about it, I immediately contacted the district and said you have to enroll that student.

RONALD ANDERSON, DIRECTOR, SOUTHWEST WISCONSIN VTAE DISTRICT, FENNIMORE, WISCONSIN

Mr. Chairman and Committee Members: I am Ron Anderson, District Director of the Southwest Wisconsin Vocational-Technical Institute in Fennimore. My purpose here today is to tell you of a few things that we were able to do at Southwest Tech as a result of federal funding. As you know, the Federal Vocational Education Act of 1968 does provide categorical aids for vocational education. Part of the regular vocational education money in Wisconsin has been earmarked for construction. Our district was able to take advantage of these construction funds over the past five or six years that we have been developing our campus and constructing buildings. This federal money was of major significance in the total financing of our campus and often times provided the incentive necessary for us to move ahead as we knew we had to. Another portion of the regular vocational funding is for equipment. The incentive to well equip a new program is 45% federal aid. All of the programs in our district are new and have benefitted with thse funds. Another specific category of federal funding is called extension and through this category our district, along with the La Crosse district, were able to hire a person to head up the fire service program. Since all departments but the city of La Crosse are voluntary fire departments, the training is in-service for voluntary firemen. Without federal funding this program would not be operational today. Another category of funding under the Vocational Education Act is funding programs for the handicapped. In our particular district we now have a mobile assessment unit that was 100% federally funded. It was dedicated by Governor Lucey last spring and has been in service ever since. This mobile unit can travel to any part of our district, can set up in a parking lot, or any spot that we find convenient. The purpose of the unit is to assess handicapped individuals and find what vocational skills they have an interest in or an aptitude for. Thus far the program has been very successful and I am certain we would not have this type of program if it were not for the federal aid. Another category of aiding is in the area of programs for the disadvantaged. We have had many, many programs for the disadvantaged in the last few years--all of them federally funded and many success stories to tell as a result of these programs. (One example of a success story would be the young individual who was 20 years old and who was withdrawn and would not speak to others. He entered a program for the disadvantaged and within that short program started to converse with others and somewhat came out of his shell. He later enrolled in one of the vocational programs on campus, learned to manage his personal finances, learned a skill in the kitchen and the first summer after graduation he was able to bank over $1,000. Thus as a result of a federally funded program a person was teken from the welfare rolls and became a productive citizen and a taxpayer of the State of Wisconsin.) Federal funding is necessary to cause districts or vocational schools to provide training for the disadvantaged, for the handicapped and for other special interest groups because often times these are high costs programs and local taxpayers cannot afford to finance all necessary programs. I would support categorical aids for vocational education and would urge the advisory council to assist in obtaining increased funding for vocational education and retain the categorical aids that we presently have. Thank you.

DAVID YOUNG, LOCAL VOCATIONAL EDUCATION COORDINATOR, COOPERATIVE EDUCATION SERVICE AGENCY #12, PORTAGE, WISCONSIN

Many of my points have been covered. I'd like to re-emphasize some that many others have taken up already. One is certification. I, too, would think it beneficial if this was re-examined and I think loosened up, at least for the beginning teacher. I think that after the teacher is employed, he or she should come up to whatever certification standards exist in a period while they're on the job. To me, the sad point of this whole certification problem is that I know of neither research nor personal observation which would bear out what certification is supposed to do. It's supposed to guarantee or pretends to guarantee learning results. I'm not a researcher but I've done some study on this, some reading of research. As far as I know, there's no research that bears this point out. Certification and learning results, there's little or no relationship other than the obvious fact that the teacher must know what he is trying to teach. Beyond that there is no evidence to my knowledge. Categorical aids has been touched on by many. I would favor this. I think it is becoming more and more necessary. Chapters 89 and 90 make it even more essentialdue to the fact that there's always competition for funds. We're all well aware of this. But in the secondary schools, to implement chapters 89 and 90 and their 13 standards, schools are going to be hard pressed. These are needs, I'm not knocking these needs. But what I'm saying is that I fear vocational education in the secondary school is going to get short ended for a while on local funds because districts have no choice except to implement the 13 standards. My main concern, today, is on the Capstone program, in other words, our delivery system at the secondary level. Before I get into this and since my remarks are going to be to some degree negative, I would like to say I am not at all negative about vocational education. I think we have done a tremendous job in Wisconsin, I've seen a lot of good results. I think that people by and large are behind us for it, and I think they are pleased by and large with the results; but I would like to see some action. I feel it's time for a re-examination of our whole Capstone delivery system. I see some problems with it, particularly for the smaller school district. To begin with, it's been 10 years, I believe, you might correct me Ruel, since the pilot study was undertaken. (Ruel Falk: It was completed about 6 years ago.) I think there's been some changes that have occurred since then, and I think there's some other

YOUNG

concerns that relate to this. For one thing, I think it's time for a statewide follow-up of about a five-year period. Or, if not a statewide, perhaps it's more feasible many districts have their own five-year follow-ups. We are starting some ourselves at this point. Perhaps the results of these individual ones could be compiled to see if our delivery system is doing what we think it is doing. I think another problem, and by and large these are problems that exist particularly in the small school, although I feel they exist to some degree in urban areas, is the identification of a career objective. Now this is good and I think those who can do it are to great advantage. However, I'm sure we all realize, and if I suspect most of us look back to the time we were around 16, 17 years old, did we have a career objective? I did not, I suspect many of you did not either. Perhaps the biggest problem the small district faces is that with the Capstone and the attempt to develop a total comprehensive vocational education system in the secondary school, for the small secondary school, it's close to impossible, at least alone. Cooperative arrangements are helping. But part of the problem is that the funding requirements kind of make it an all or nothing package. Either we have to go the full route or else we don't get anywhere, we get no monies. Another problem relating to the Capstone program, I feel, it's cropped up in the last couple years and it increases every year, is yearly graduation. We're having more and more high school students graduate in January. I'm sure this is going to create some problems other places, maybe it's creating problems already in the voc. tech. system I am not aware. Since the funds are allocated by project to the Capstone program, a real problem that I've seen is that this can hinder development in sequence courses and in related courses. And another problem with the Capstone delivery system is that we get students in these career preparation programs who are not really ready for them. There's a variety of reasons. I'll cite two: one is immaturity, the other one often goes right with immaturity and that's lack of basic study skills, specifically the three R's. Now the only thing I am proposing here, and I'll reiterate, is that we take a reassessment of this. We take another look in the situation today. Should there be modifications to the Capstone delivery system idea? I would suggest one modification that I think would be of extreme benefit to the small, particularly the small, geographic isolated school. If they are geographically isolated, and many in Wisconsin are, you've got the other problem that is extremely hard to work out any cooperative arrangement of any sort. It's also difficult to contract or work out some arrangement with the vocational technical district. So my suggested modification here would be that instead of concentrating on the Capstone, some funding assistance be provided for sequence courses, possibly even exploratory courses. And that these be developed with the idea of feeding into vocational-technical operated programs. And I think we're getting to a stage ofcooperation with the voc. tech. districts where this might be a real feasibility. At least we're starting to talk to each other. But I do definitely feel that it is time to take a good, close, hard look at the Capstone delivery system. Is it the best the way it is or are modifications desirable, are they indicated by the present situation?

Question: I suppose one of the difficulties of Capstone is in the capital outlay?

Answer: Yes, especially when coupled with the student base. One year we offered a Capstone for three students. This is extremely expensive for the anticipated results.

Q: Well, it's also a duplication, particularly in a rural area between the equipment that might be at the post-secondary school, but it's not used on a 100% basis.

A: That's my feeling.

Q: Going to the sequence courses, I assume you mean by that, commencement at the secondary school level and completion in the post-secondary level?

A: Right.

Q: Would there be any problems there as to admission if you didn't coordinate this with the post-secondary?

A: Yes, there would. That's why I feel it's essential that it would be a coordinated plan. It would have to be a package developed mutually by a vocational-technical district and a K-12 district. I think your point is essential.

Q: Could you explain to me why the midyear graduation is a problem in the Capstone program?

A: Yes, because we plan--in fact one element of the Capstone program, one necessity by State guidelines is that they be a senior. So that means that they start in September. It may not be a problem in urban areas if they could start a Capstone program one January and finish it the next January. I can see where that might be feasible in a district with a sufficient student body.

CLARE REJAHL, EXECUTIVE DIRECTOR, WISCONSIN ADVISORY COUNCIL ON VOCATIONAL EDUCATION, MADISON, WISCONSIN

I want to, on behalf of the Advisory Council, express appreciation to not only those people who gave presentations but to those of you who came and listened. Also, I want to express a special word of thanks to Mr. Kehl and to Mr. Kramer. These two men have substantial responsibilities in their own professions, but they, like all the other members of the Council, contribute their time and talent to the Advisory Council because of their interest and concern involving this particular segment of our public educational system. So thank you very much, gentlement, for this afternoon. With that, we will declare the hearing closed.

TESTIMONY RECEIVED
FROM PERSONS
UNABLE TO ATTEND A HEARING

Page

Douglas A. Walker, District Administrator, Joint School District No. 1, Glidden, Wisconsin 6-2

Denis A. Kirkman, Superintendent, Arcadia Public Schools, Arcadia, Wisconsin 6-3

J. K. Hoyer, Superintendent, Whitehall Public Schools, Whitehall, Wisconsin 6-4

Gene Seefeldt, Assistant Project Director, Regional Education Center, Area "C," Blair, Wisconsin 6-6

Milton G. Kier, Superintendent, Unity School District, Polk County, Wisconsin 6-7

William M. Urban, Superintendent, Blair Public Schools, Blair, Wisconsin 6-9

Frank Kazmierczak, District Administrator, Independence Public Schools, Independence, Wisconsin 6-11

Armin Reschenberg, Vice-President, Enterprise Steelfab, Inc., Oshkosh, Wisconsin 6-13

Elton R. Cassell, Student, Milwaukee Area Technical College, Milwaukee, Wisconsin 6-16

Joint [illegible] No. 1
Towns of [illegible]nagelden
Telephone 715 264-2141
Glidden, Wisconsin 54527

October 8, 1974

Mr. Clare D. Rejahl
Executive Director
Wisconsin Advisory Council on Vocational Education
2702 Monroe Street
Room 113
Madison, Wisconsin 53711

Dear Mr. Rejahl:

I am directing this letter to your attention to express my concern over vocational educational programs made available to students and youth in northern Wisconsin. When students do not complete their high school programs and choose to leave the regular high school setting at age 16 or older, they are not afforded the opportunity to attend a vocational school in northern Wisconsin. Students are told that they must meet an age requirement of 18 years if they are to be admitted to a vocational program. Generally, when students leave our regular high school programs they leave the settings with a strong feeling about the type of education they are receiving. They do not see meaning for such programs and cannot see how such educational programs will apply to them in the world of work after graduating from high school. Most of these students do, however, view vocational schools as institutions which provide a more practical educational program. A program which will assist a student in securing a job upon completion. It is, therefore, unfortunate that such students are turned away from our vocational schools in northern Wisconsin when they do have this desire to attend such programs. The types of schools that exist in our communities do not lend themselves well to expanding District vocational programs.

For this reason, it is of the utmost importance that vocational schools open their doors to our high school students and our high school drop-outs so that these people can be more productive citizens. I would strongly recommend that in reviewing policies, legislation and procedure for vocational education in Wisconsin, the consideration of opening vocational education facilities to all students, 16 years of age and older. I would strongly recommend that students who opt such educational programs be permitted to complete their Junior and Senior years in a vocational school rather than a regular public school.

Having taught and worked in education in a state in which this policy was adopted and functioning, I have observed this program functioning successfully. I hope that my recommendations will seriously be considered by the Advisory Council. If you have any further questions regarding my feelings on this matter, feel free to contact me.

Sincerely,

Douglas A. Walker

Douglas A. Walker
District Administrator

DAW:gw

Arcadia Public Schools
806 EAST MAIN STREET
Arcadia, Wisconsin 54612
PHONE A/C 608—323-3334

KENNETH SONSALLA, President
MRS. JUDY KOSLO, Clerk
JEROME SCHOLLMEIER, Treasurer
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ADOLPH CHITKO

DENIS A. KIRKMAN,
District Administrator
JOHN J. KOETTING,
High School Principal
JAMES E. CROWLEY,
Assistant High School Principal
GARY G. PAHL,
Elementary Principal

October 17, 1974

Wisconsin Vocational Advisory Committee
Center for Vocational & Technical Studies
1000 Bascom Mall
Madison, Wisconsin

Dear Sir:

This letter is written in support of additional funds for the Vocational Education Act as it applies to school age children in the state of Wisconsin.

Although docomentation for many of the attributes of the vocational education program can readily be made, there is an uncounted number of advantages that go on rather unnoticed. We cannot account for the exact number of students who have remained in school as a result of our vocational education program and can only be assured that without this program the dropout rate would be considerably higher. We are still not meeting the vocational needs of all our students and therefore I feel we can only look toward expanding the vocational curriculum to accommodate more of the vocational and technical needs for future adult occupations. We have not yet begun to offer vocational curriculum expansion for the needs of the future nor have we begun to look at the specific needs of women in the world of work.

Another important factor seldom realized but clearly evident is the relevance that vocational education programs have for the academic education program in a school system. The greater the exposure a student has in related vocational and technical occupations, the more value he places on the basic academic education he receives in each school program.

Our vocational and technical curriculum serves an important need in the communities that surround the educational center. They provide basic knowledge for students who do not continue formal education and even more so prepare students to continue their formal training in vocational and technical schools, apprenticeships, and other career opportunities of their choice.

The dollars that have been spent thus far in providing courses in vocational and technical education have been well spent and the rewards that our young people have gained barely counted. Therefore if we are to continue to provide for the needs of the young people of our state, we must expand our support for increased vocational and technical training.

Sincerely,

Denis A. Kirkman

Denis A. Kirkman, Superintendent

DAK:elk

WHITEHALL PUBLIC SCHOOLS
J. K. HOYER, SUPERINTENDENT

WHITEHALL, WISCONSIN 54773

October 22, 1974

ARTHUR GUNDERSON, PRESIDENT
MRS. THURMAN FREMSTAD, CLERK
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ROGER GUSE, MEMBER
LEONARD ELLISON, MEMBER
WILLIAM PETERSEN, MEMBER
JEROME DOKKESTUL, MEMBER

JOHN H. MONSON
DIRECTOR OF INSTRUCTION
MAURICE C. EWING
ELEMENTARY SUPERVISOR
JOSEPH E. SCHULZ
HIGH SCHOOL PRINCIPAL

Wisconsin Vocational Advisory Committee
Center for Vocational Technical Studies
1000 Bascom Hall
Madison, WI 53703

Dear Sirs,

Please accept the following reasons found to be true by actual studies, of the importance of the Vocational Education Act as Amended.

1. In our opinion, our school would still have Business Education and on the Farm Vocational Education as Vocational subjects in our school. Instead, with the Cooperation of four other schools we now have about twelve vocational subjects, nine of them capstone courses.

2. We find that drop outs are not only prevented, some youngsters who already left school came back.

3. We made our total program more relevant by adding courses heading into vocational subjects.....many for less able students.....or students who previously had not cared.

4. Many more of our students now attend voc-tech schools.

5. Our graduates now seem better prepared for the world of work and not just because of the skill aspect.

6. We have so many more of our graduates stay in our community... in fact two of our graduates from a recently installed program own their own businesses.

7. We now have employers coming to us for vocational class graduates.

8. The coop program has been a good public relations.

9. Lack of dollars has slowed the progress of new programs at a time we have not saturated the need. We have added only one capstone course in two years.

(Continued)

10. We find we need more programs for girls even though some of our programs have been designed primarily for them.

Thank you for listening to a school that has used Vocational monies in the past, and can use more in the future.

Sincerely,

J. K. Hoyer,
Superintendent

JKH:bb

Regional Educational Center

Area "C"

2529

Blair, Wisconsin 54616 - - Phone 989-[redacted]

Dr. Donald Jacobson, Director

Gene Seefeldt, Ass't. Proj. Director

October 24, 1974

To: Advisory Council on Vocational Education
From: Gene Seefeldt, Area "C"
RE: VOCATIONAL EDUCATION TESTIMONY

I wish to express my concerns regarding the funding of future vocational education activities at the state and national level. I work with sixty-nine public high schools and two vocational/technical schools in West Central Wisconsin. Our office is the Regional Educational Center, Area "C", Blair, Wis.

All those who testified at the hearing in Chippewa Falls on October 21, 1974, indicated that additional funding was necessary to continue and expand vocational education at the high school and post-high school level. I agree with these comments.

Some of my specific areas of concern are these: High school -- post-high school communications. For the past three years we have been working toward curriculum development in the skilled areas to help students make an exit from high school and an entrance into a vocational/technical school with a minimum of duplication of course work. There is a genuine interest and sincere desire by all concerned, high school and post-high school, to sit down and develop such a curriculum. The problem is that time does not allow it to be accomplished during the school year and money is not available for extended contracts during the summer months.

A curriculum which is based on competencies rather than on unit tests or nine week tests, is a necessary part of vocational education. More money must be provided for summer workshops and in-service activities.

The other area which I would like to call to your attention is that of pilot, demonstration, or experimental programs. The incentive for local schools to find alternative delivery methods must be established. Every school has students who could benefit from other than formal class and laboratory situations. Nearly every school has some means of assisting these students, but lacks the funds to carry out the program. Many times the amount of money needed is small; but the 'seed' money is the incentive to initiate new learning activities. In most cases schools are willing to assume the cost of the program if it is successful.

Another area which needs additional support is the area of sequence or lead-up courses in high school. Since the "Capstone" course is a senior level course it is necessary to provide basic instruction at the sophomore and junior level. Courses that prepare students for direct entry into senior level courses should be supported with some funds.

CHESTER JENSEN, Director
GREGORY JONES, Clerk
JOHN RANDALL, Treasurer
GERALD HANDLOS
GUNNAR NIELSEN
WILLIAM IHRIG, Jr.
ARNOLD SORENSEN

UNITY SCHOOL DISTRICT
BALSAM LAKE - CENTURIA - MILLTOWN
Polk County, Wisconsin
Member of North Central Association of Colleges and Secondary Schools
Milltown, Wis. 54858

MILTON G. KIER, Superintendent
FRED R. UBBELOHDE, Principal
RODNEY W. PAGH, Elem. Principal

October 25, 1974

Clare D. Rejahl, Executive Director
Wisconsin Advisory Council on Vocational Education
2702 Monroe Street - Room 113
Madison, Wisconsin 53711

Dear Mr. Rejahl:

This letter is in reference to your communication dated September 25, 1974 regarding public hearings about vocational education. Since the final two hearings will take place next week and I will be unable to attend, I would like to take this opportunity of expressing my views about the subject.

Although there continues to be some concern in this district about vocational education districting, our primary concern is for programming and the proximity of such programs to the homes of participants. A number of individuals and groups have expressed their disapproval of the manner in which vocational education districts have been formulated in the past. There is concern about the fact that none of the centers in the Indianhead District is close enough to serve the residents of this school district on a commuter level.

I believe it is a fair generalization of local thought to suggest that some options be given to members of local districts and that they be allowed to choose the vocational district into which they would be placed. However, it is also, I believe, fair to suggest that redistricting as such may not provide the answers regardless of how it may be done.

The present program planning as described by Jim Covey and his staff will, if carried to fruition, provide for a broad program of vocational training. It is our belief that vocational opportunity should be available on a life-long basis and that most activities should be housed locally using a combination of existing facilities together with mobile units as much as possible. These components, along with the option of attending vocational centers not necessarily in this district or even in the State of Wisconsin (with tuition paid by this district), begin to offer the kind of comprehensiveness needed. A final phase in program comprehensiveness should include avocational wants.

If we can be assured that this kind of programming will materialize and be developed to its fullest extent, districting as a geographic or political entity should cease to be as important as it has been allowed to become. Although I have personally been assured that the Indianhead District intends to carry out the kind of comprehensive programming described above, I have some concerns about whether all of these dimensions will be allowed to continue. If students from this district are ever prohibited from attending programs in districts other than our own, we would desire the option of associating with another district. It is important to us that state-wide planning be standardized and committed beyond revocation.

Sincerely yours,

Milton G. Kier /mh

Milton G. Kier, Supt.

MGK:mh

JT. SCHOOL DISTRICT NO 1
JOYCE STAY
LELAND CHENOWETH

BLAIR PUBLIC SCHOOLS
BLAIR, WISCONSIN 54616
WILLIAM URBAN, SUPERINTENDENT
989-2881

ROGER ERICKSON, PRESIDENT
RONALD JOHNSON, TREASURER
JAMES FREDERIXON, CLERK

October 29, 1974

Wisconsin Advisory Council
on Vocational Education
Center for Studies in
Vocational and Technical Education
321 Education Building
1000 Bascom Mall
Madison, Wisconsin 53706

Dear Sirs:

First let me begin by introducing myself. My name is William Urban, Superintendent of Schools of Blair, Wisconsin. I have a definite interest in vocational education and feel that recommendations made by this council will have a great impact on vocational education in the future.

The Blair Schools are part of the Cooperative Vocational Program serving Arcadia, Blair, Independence, Taylor and Whitehall. Through the cooperative efforts the schools have been able to offer a more extensive vocational curriculum. The Vocational Act of 1968 has enabled the cooperative schools to introduce many new courses to the curriculum. Besides the funding received from the Act, many local dollars have been expended. The five school districts would like to continue expanding the curriculum but increased costs have had a severe effect for additional programs.

We have reached a state in our budgeting where local taxation is being squeezed. In order for the Blair district to continue providing an effective vocational program we are going to need outside help.

There are three major areas I would like to direct your attention to. They are vocational program for girls, introductory courses leading to vocational programs, and curriculum development.

In the past a majority of our emphasis has been on programs that would attract boys. Although courses have been offered for the girls, I think you would find that there could be much more in the offering for the opposite sex. Funds are needed to develop additional programs.

The second area that I consider important is the area of introductory courses leading to capstone programs. Lead-up courses to a capstone program could make that program much more meaningful.

The third area of concern is curriculum development. One of the responsibilities of a school system is to make its curriculum relevant with today's society and to keep up with the rapid changes in technology. Curriculum studies take time and money and are a necessary part of our educational program if we are to continue meeting the needs of our student body.

We are proud of our gains made within our five school cooperative. However, if we are to continue with the type of program we have been offering, we certainly will need additional funding. Without outside help it will be an uphill struggle.

Sincerely,

William M. Urban

William M. Urban
Superintendent

wmu/hma

FRANK KAZMIERCZAK
DISTRICT ADMINISTRATOR

INDEPENDENCE PUBLIC SCHOOLS
INDEPENDENCE, WISCONSIN 54747
Phone 715-985-3172

KENNETH GEARY
HIGH SCHOOL PRINCIPAL

MRS. MARY MARGARET RUNKEL
ELEMENTARY PRINCIPAL

October 29, 1974

Mr. Gerald Mikunda
Vocational Education Coordinator
Trempealeau Valley Schools (Arcadia, Blair, Independence, Taylor & Whitehall)
Whitehall, Wisconsin 54773

Dear Mr. Mikunda:

I was pleased to note that you intend to testify in support of vocational education programming and funding at the public hearing to be held in Wisconsin Dells, October 31. I do hope that in your testimony you will consider the following points as it effects the program for the Independence High School students, as well as the students in the other four schools:

(1) Since the inception of the vocational program at Independence in 1968, there has been only one or two dropouts per school year. These dropouts have been due mainly to family problems concerning pregnant girls. Even in this area we have been successful in having some of the girls return to school and complete their high school education partly because of the vocational offering that we have in Health Occupations and in Secretarial Practice.

(2) The students in school have been able to select from a variety of vocational programs. In turn they have been able to go out into the world and find immediate employement. Other than the 30% who have gone on to technical or college programs, 60% of our graduates who have had capstone vocational courses are employed in their field of training. Furthermore, many have remained in the local area as opposed to a mass migration to the southeastern part of the state experienced in the past.

(3) Due to the impact of federal aid in helping support the teachers' salaries and the purchase of equipment necessary for the capstone programs, the feeder courses have been upgraded at local and state expense. The total curriculum development of the capstone programs must be more carefully articulated and refined, even though we have been doing quite well in this regard.

(4) Due to the high quality of our vocational education program, which does not include courses offered just at Independence but in any of the other four schools in our cooperative, our students have been able to receive advanced placement at technical institutes. This advanced placement either shortens the time necessary for students to complete the advanced program allowing them to enter the world of work sooner, or the students can take additional in depth training with no additional time or expense.

(5) Due to the 5 school cooperative, which is offering 12 capstone courses and many feeder vocational courses, our students are now better prepared for the world of work, have better developed career goals, and are better in job training programs. In addition to this, the total educational program is assisting them in their learning to work with and get along with people. Employment success has been high.

(6) Independence has spend $250,000 for building facilities along with approximately another $80,000 local funds for equipping these facilities to provide good quality capstone programs. Approximately another $50,000 have been received through federal reimbursements to assist in these purchases. Without the federal reimbursement, I am sure the local effort would have been much less. This says nothing about the assistance received for teacher salaries that have also been a motivational factor for local effort.

(7) The program has been accepted by the local employers who now seek our graduates for employment purposes. We have also found many businesses and work establishments willing to cooperate with us, both as a resource and as a on-the-job training station for these programs.

In closing, if federal funding could be received above the 50% level to help initiate programs during the first three years for equipment and teachers' salaries, I am sure an even better program could be developed. Also there should be more assurance of some funding, say at approximately 30 to 40% for continuation of worthy programs after the initial 3 years has proved successful. Good luck at the Dells.

Sincerely,

Frank Kazmierczak

Frank Kazmierczak
District Administrator

FK/kb

ENTERPRISE STEELFAB, INC.
122 W. 7TH AVENUE • OSHKOSH, WISCONSIN 54901 • 414-235-1250

November 5, 1974

Wisconsin Advisory Council On Vocational Education

The pendulum of vocational education has, for sometime now, been swinging in the proper direction again. My own particualr interest began approximately ten years ago when, as an employer, it became increasingly difficult to recruit qualified young people for training as metal craftsmen. This led to involvement as an advisory committee member for our high school capstone program in metals. When progress seemed too slow I joined several other vocational education related committees and finally ran for the school board to help push the pendulum. Even though I have often complained because we were not moving fast enough, Oshkosh now has one of the finest vocational education capstone programs. Much of the credit belongs to our local LVEC, Mr. Ev. Marg, who helped get Oshkosh started as one of the 34 pilot schools. We are also very fortunate to have as our superintendent, Dr. Joseph Pellegrin who brings to us that rare combination of being a very able school administrator and having a background as an industrial arts teacher.

Our company has had the opportunity to train ten excellent young men in several co-op programs. Seven of them have remained with us after graduation and they are moving right up the ladder. In this current year we are working with four more students who show every indication of being as dedicated and eager to learn as the others.

With all the success we have had there still remain areas that could be improved in our educational system. We still find many educators who somehow still resent vocational education - administrators who say, "yes we're all for it," but their actions consist of feet dragging. I have had students tell me that their counselor only appears to be interested in urging, "kids" to go to college. A mother confided just the other day that her 24 year old son, although he has graduated from college, has not found himself yet. She wishes he had been directed into vocational education earlier because he has talent in his hands.

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Many well meaning people are of the mistaken opinion that the technical schools are there to provide vocational education for our young people and why do we then need to provide it at the high school level. It is my firm conviction that we have to provide more facilities and greater opportunities in vocational education at the high school level. I've worked with a lot of these young people and find that many of them have had it with school, by the twelfth grade - and post secondary education is the last thing they want. These are all good kids who like working with their hands and have considerable talent that needs to be developed.

I am sometimes accused by educators of wanting to "track" kids in a vocational slot. First of all that is no longer possible today since our state universities and technical schools don't really exclude anyone wishing to enter, regardless of prior schooling. More important though, these same educators think nothing of "tracking" students in the college bound track with little regard for the consequences. We have all seen the results far too often. The student is convinced by well meaning parents and guidance counselors that he should at least give college a try. When after one to four semesters he "flunks out," the advice is to try technical school. Frequently that doesn't work either so the young adult finds himself on the job market with no employable skill and a very confused sense of direction.

Why would it be so very wrong to reverse this procedure once in a while? Why not urge some of our young people to consider a vocational skill at an earlier age and then if they would like to improve on that they still have the option to pursue post secondary education. I am not anti-college and I am in agreement that we should not discourage any youngster with that as his goal. Far to frequently however when our guidance people come in contact with a student who has reasonably good grades the advice is, "You should at least try college." What I wish they would say more frequently is, "You have several options open to you and college is one of them."

Industry and business desperatly need more bright young people with vocational skills. We're not asking that the schools do the entire job but to at least get them started in the right direction. To accomplish this the high schools need greater economic assistance in setting up facilities and programs other than capstone co-op. I find the "strings" are sometimes too restrictive and problems develop between what is considered straight industrial arts and funded vocational education.

Instruction would also be greatly enchanced if business or industry trained people could supplement the regular teachers. I have the highest regard for the teaching staff but we cannot expect them to know and be current on all things relating to a particular vocational area.

We also need greater involvement from the business community. The business sector has been somewhat remiss in this and more leadership and assistance from them is necessary. When businessmen do become involved it is important that more than lip service be given to their advice and suggestions. Too frequently advisory committees have been used as window dressing.

We are fortunate that groups such as yours are taking the time to listen to our concerns so that we can keep that pendulum swinging in the right direction for vocational education.

Thank you for listening.

Armin Reschenberg

Our Committee was organized for the sole purpose of evaluating the accessibility of MATC for handicapped individuals. This include: evaluating doorways, aisles, ramps, and use of public facilities, such as telephones, drinking fountains, and washrooms.

Because of physical barriers, many such individuals are barred from certain classes. This means that many degrees are unattainable. Example, machine shop - a person in a wheelchair is considered a fine hazard, because the wheelchair blocks the narrow aisles. Another, the laboratories have tables that are too high, therefore, work can't be accomplished. The list goes on and on. Even the school's entrances can't be used without the assistance of an able bodied person. Ramps are desperately needed!

We have made recommendations and asked for estimates on the cost of remodeling the doors, and installation of ramps. Unfortunately, all we have succeeded in doing is talking. We request your assistance in getting an appraisal and work started in getting the school accessible now.

Handicapped persons, too, want to be independent, productive human beings. Knowledge is the door to a better, more helpful life. How can it be, when an individual can't even enter the doorway?

They are tired of being on the outside staring in.

INDEX TO SUBJECT AREAS OF TESTIMONY

This last section is included in the report for the purpose of facilitating its reading by one who, at any given time, is interested in a specific concern regarding vocational education in Wisconsin. Twenty-seven subject areas follow with reference made to where related testimony may be found in the text.

VOCATIONAL EDUCATION PROGRAMMING IN VTAE SCHOOLS - 1-3ff, 1-7, 1-92ff, 2-16ff, 2-41ff, 3-8, 3-13ff, 3-26ff, 4-21ff, 4-28ff, 5-14ff, 5-42ff.

VOCATIONAL EDUCATION PROGRAMMING IN HIGH SCHOOLS - 1-11ff, 1-21ff, 1-67, 1-70, 1-91, 1-94ff, 2-18ff, 2-20, 2-24ff, 2-36ff, 2-45ff, 2-61ff, 2-64ff, 3-7ff, 3-14, 3-15, 3-24ff, 3-25ff, 3-34, 4-9, 4-17ff, 4-23ff, 4-31ff, 4-40ff, 5-29ff, 5-33ff.

LOCAL VTAE DISTRICT BOARDS - 2-4, 2-10, 2-35, 3-12, 3-20, 4-3, 5-4ff.

ADVISORY COMMITTEES - 2-5ff, 2-13, 2-22, 2-28, 3-21, 4-15, 5-27.

TUITION POLICIES IN VTAE SCHOOLS - 2-6, 2-10, 2-48, 3-3, 3-22, 4-4ff, 4-7, 4-26, 5-5.

FUNDING VOCATIONAL EDUCATION
- Issues at Federal Level: 1-6, 1-71, 1-92, 2-8, 2-18, 2-19, 2-28, 2-53, 3-9, 4-7, 4-18, 4-23, 4-28ff, 4-34, 5-40, 6-3.
- Issues at State Level: 1-17, 1-68, 1-69, 1-74, 1-94, 2-7, 2-10, 2-14, 3-9, 3-18, 4-25, 4-32, 5-7, 6-3.
- Issues at Local Level: 1-6, 1-7, 1-80, 1-96, 2-18, 3-8, 4-23, 6-9, 6-12.

COOPERATIVE AGREEMENTS BETWEEN SCHOOLS AND AGENCIES - 1-68, 1-92, 2-7, 2-18, 2-55, 2-65, 5-3, 5-5, 5-31, 6-9, 6-11.

APPRENTICESHIP - 1-9ff, 2-10ff, 2-61, 3-15ff, 3-21, 3-33ff, 4-13ff, 4-34ff.

SMALL AND/OR RURAL SCHOOL CONCERNS - 1-67ff, 1-92ff, 2-61ff, 2-65, 5-29, 5-44.

ARTICULATION - 1-13, 1-74, 2-55, 3-14, 3-18ff, 5-33, 6-6.

CERTIFICATION STANDARDS - 1-[illegible], 1-67, 1-96, 2-54, 5-7, 5-32, 5-43.

CAREER EDUCATION - 1-21, 2-33, 2-37, 2-56, 2-65, 3-8, 3-20, 3-25.

GUIDANCE AND COUNSELING - 2-37, 3-33, 4-31, 4-35, 4-38.

HANDICAPPED AND DISADVANTAGED PERSONS - 1-8, 1-16, 1-21, 1-25ff, 1-85, 1-86ff, 1-88ff, 1-97, 2-8, 2-28, 2-43, 3-10, 3-24, 4-11, 4-38ff, 5-27ff, 5-43, 6-16.

EQUIPMENT, FACILITIES AND CONSTRUCTION - 1-93, 2-14, 2-21, 2-34, 2-41, 2-50, 2-63, 3-8, 4-8, 4-23, 5-40.

EDUCATIONAL EMPLOYMENT OPPORTUNITIES FOR WOMEN - 1-14, 1-69, 2-60, 3-14, 6-5, 6-9ff.

COMPULSORY EDUCATION - 1-15, 1-76, 2-15, 2-20, 2-35, 2-37, 2-65ff, 3-11, 3-14, 3-20, 4-8, 4-35, 5-33, 5-41, 6-2.

STUDENT REACTION TO VOCATIONAL EDUCATION - 1-18, 1-19, 1-81, 1-82, 1-83, 1-84, 2-23, 2-39, 2-40, 2-47, 2-67, 3-4, 3-22, 3-23, 3-24, 4-23, 4-26, 4-37, 5-9, 5-10, 5-23.

STUDENT FINANCIAL AIDS - 1-84, 2-49ff, 3-22, 4-26, 4-39.

BUSINESS AND ECONOMIC DEVELOPMENT - 1-20, 1-80, 2-11ff, 2-22, 3-5ff, 3-14, 4-6, 4-19ff, 5-18ff, 5-25ff, 6-13ff.

STUDENT PLACEMENT - 1-21, 1-74, 2-37, 2-47, 2-56, 3-10, 4-27, 4-31, 5-13, 5-33, 6-11.

PRIVATE TRAINING SCHOOLS - 3-29ff, 3-32, 3-33, 4-45.

STUDENT ORGANIZATIONS - 1-12, 1-18, 1-75, 1-83, 2-24, 2-39, 3-4, 3-7, 4-23, 4-38, 5-9, 5-23.

WORK-STUDY PROGRAMS - 1-75, 2-19, 2-24, 2-40, 4-31, 4-32, 4-43ff, 5-6.

COOPERATIVE VOCATIONAL EDUCATION PROGRAMS - 1-97, 2-20, 2-23, 2-27, 2-58ff, 2-67, 3-25, 4-32, 5-7, 5-26, 6-4, 6-13.